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ABSTRACT

This ninth annual compilation documenting the literature in the field of transition and secondary special education contains 363 items, including journal articles, conference proceedings, project reports and products, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC (Educational Resources Information Center) documents, research reports, and demonstration projects funded by the Office of Special Education and Rehabilitative Services (OSERS). Each document has been assigned an entry number which is linked to author, title, and descriptor indexes. Information provided for each entry includes author, date, title/journal/publisher, competition number (if an OSERS project), descriptors, and an annotation. Additional separate listings include a cumulative listing of Transition Institute documents in ERIC and a listing of OSERS project products. (DB)

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ED 375 590

# Annotated Bibliography on Secondary Special Education and Transitional Services

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EC 30 3430

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**The Transition Research Institute** is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (cooperative agreement number H158T-00001).

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# Annotated Bibliography on Secondary Special Education and Transitional Services

Volume 9

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and

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Transition Research Institute at Illinois
University of Illinois at Urbana-Champaign

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## PREFACE

This volume of the annotated bibliography is the ninth in the series of volumes documenting the literature in the field of transition and secondary special education. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports and products, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC documents, and research reports. The attempt is to be broad in scope. The uniqueness of this annual compilation comes from the documentation of model demonstration project state-of-the-art products in a database that numbers over 4,000 documents.

The method of acquisition includes searching computerized databases, journals, article references, bibliographies, association and agency publications, and, most important, soliciting reports and products from OSERS-funded projects. As in the past, this volume significantly reflects their contributions.

In the case of document abstracts, the authors' summary or the abstracters' words are used. When not applicable, a brief abstract is provided by the compilers of this bibliography.

The organization of Volume 9 is the same as that of the previous volumes. Each document has been assigned an entry number that is linked to the author, title, and descriptor indexes. Each document has also been assigned a set of descriptors and an abstract. Each document citation is intended to contain enough bibliographic information to facilitate finding the item through local library services. A "Guide to Entries and Indexes" has been included to help users identify key document elements. The "OSERS Project Products Listing" allows the user to view at a glance, by competition number, material received from particular projects. Documents that have been contributed by OSERS projects are identified by their competition number. To connect with projects about their products, contact the Transition Research Institute for the current phone number and address. The "Cumulative Listing of Transition Institute Documents in ERIC" includes Transition Institute documents that have been entered into the ERIC data base and are accessible on microfiche by ED number.

We would like to thank all of the OSERS model transition project staff for responding to our information requests, by sharing their products and materials with others concerned with transition and improving the lives of individuals with disabilities.

Lynda Nash Leach
Adrienne Seccia Harmon

## GUIDE TO ENTRIES AND INDEXES

### Entries

Entry Number _____ **32.**

Author _____ Moon, Sherril; Goodall, Patricia; Barcus, Michael; & Brooke, Valerie (Eds.) (1985).

Date _____

Title/journal/publisher ____ The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University.

See Note below for detail .. (Comp. No. 84.158A - OSERS File No. 32)

Descriptors _____ supported employment / job placement / vocational evaluation / job coach / follow-up studies / Virginia / transition models

Annotation _____ This manual has been developed for persons who are directly involved in the placement and training of citizens with mental retardation into community-based competitive jobs. The process which is described and the corresponding forms which are included are based on the work in this area done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center....

NOTE: In the Appendixes, see the Project Products Listing for other material received by OSERS Projects and the OSERS Project File Listing for contacting project.

### Indexes

Author/Descriptor/Title _____

Entry Number _____

Absenteeism - 245
Accommodation - 19, 124, 256, 270, 270, 282, 305, 368, 390
Adaptability skills - 300
Adjustment to disability - 317

## ANNOTATED BIBLIOGRAPHY ON SECONDARY SPECIAL EDUCATION AND TRANSITIONAL SERVICES

1.
PACER Center (1992).

Final project report: Family Networking in the Transition Years. 1989-1992. Minneapolis: PACER Center, Inc. (Comp. No. 84.158S - OSERS File No. 229)

final reports / Minnesota / family involvement / transition planning

Family Networking in the Transition Years was a demonstration project for the years 1989-1992 conducted by Minnesota's PACER Center (Parent Advocacy Coalition for Educational Rights) designed to assist youth and young adults with disabilities and their families with the transition from adolescence to adulthood. The goal of the project was to maximize independence in the community for persons with disabilities through improved family planning and networking during the transition years. The intent of the project was to empower participants with strategies to resolve their transition and programmative concerns during the project and subsequent to its conclusion.

2.
Sharaf, Phoebe; Hall, Marilyn; & Bratter, Bernice (1993).

Final report of the Healthy Living Program. Santa Monica, CA: Emeritus College of Santa Monica College, and Senior Health and Peer Counseling Center. (Comp. No. 84.078C - OSERS File No. 251)

California / final reports / Healthy Living Program / senior citizens

The Healthy Living Program was a three-year postsecondary demonstration project of the U.S. Department of Education granted to Emeritus College of Santa Monica College, a State of California funded program specifically designed for older people, and Senior Health and Peer Counseling, a community agency providing physical health, mental health and social welfare services to the elderly. Although serving all older people aged 55+, the Healthy Living Program was primarily a modified educational setting of classes and mental health support services developed to meet the needs of older people "at risk" of debilitative mental illness or already designated as chronically mentally ill. Research was conducted to determine if the project encouraged increased life satisfactions, increased work, volunteer or educational activities and decreased class attrition rates. During the course of the three year project, based upon the research conducted, investigators learned that by providing the combination of small classes which seek to improve individual functioning with supportive services it was possible to bring about positive results in these areas.

3.
Ysseldyke, James E.; Thurlow, Martha L.; & Bruininks, Robert H. (1992).

Expected educational outcomes for students with disabilities. Remedial and Special Education (RASE), 13(6), 19-30.

outcomes of education / special education / program development

The current national preoccupation with the results of education must shift to include students with disabilities. It is time to move beyond concern over equal access to education and to examine the extent to which students with disabilities achieve the goals set for other students. In this paper, the authors provide some definitions of key terms in the discussion of educational outcomes. They discuss current national and international practices in the assessment of educational outcomes and describe some activities of states in outcomes assessment. They highlight the National Center on Educational Outcomes, which was funded in 1990, and then delineate several major considerations in the development of a comprehensive system of outcome indicators for students with disabilities.

4.
Haring, Kathryn A.; & Lovett, David L. (1990).

A follow-up study of special education graduates. Journal of Special Education, 23(4), 463-477.

follow-up studies / special education / outcomes of education

This study investigated the vocational and community adjustment of 129 special education high school graduates. A questionnaire was administered via the telephone to verbal subjects, their parents, and adult service providers. All subjects had received a minimum of three years of self-contained (five to six hours daily) special education on regular school campuses and some had received community-based instruction. The sample comprises graduates between the years 1983 and 1985; 64% were male. The employment picture was not optimistic for these individuals. When work-related placements such as day activity centers and sheltered vocational placements were counted as employment, 48% of women and 75% of men were employed. Only 33% of the sample were employed competitively; a majority of these subjects were severely learning disabled. Subjects who were mentally retarded were employed largely in subsidized work; four were employed competitively. Most subjects (70%) were living with their families, 15% were in group homes, 12% were living independently, and 3% lived in institutions. For the most part, respondents were mobile in the community.

5.
James, Ronald K.; Stodden, Robert A.; & Leake, David W. (1993).

Hawaii Transition Follow-Along Project: Final evaluation report. Honolulu: University of Hawaii at Manoa, Hawaii University Affiliated Program. (Comp. No. 84.158R - OSERS File No. 206)

final reports / Hawaii / follow-up studies / outcomes of education

The original purposes of the Hawaii Transition Follow-Along Project were (1) to improve the quality and quantity of services for youth with disabilities through the use of longitudinal outcome data, and (2) to validate a theoretical model of transition. The intent of the first project purpose was to feed back results concerning outcomes and relationships between independent variables and outcomes to constituencies at the state, district, and local levels, each level then becoming "change agents" for improving programs and outcomes. The intent of the second project purpose was to add to knowledge of transition by empirically validating an a priori model that depicted important relationships among outcome criteria as well as between potentially influential (independent) variables and outcome criteria. This final report outlines project goals, population characteristics, evaluation activities, dissemination activities, replication, project products, and conclusions and recommendations.

6.
Alberto, Paul; & Elliott, Nancy E. (1991).

Final report: Project SETS. Atlanta: Georgia State University, Department of Special Education. (Comp. No. 84.158N - OSERS File No. 197)

final reports / Georgia / Project SETS / supported employment

The original purpose of Project SETS was to develop structures for a cooperative transitional program in the areas of vocational training and supported employment. The model developed and implemented for Project SETS had several interrelated components that work together for successful transition to supported employment for students with severe disabilities:
1. the restructuring of secondary programs for youths with severe disabilities;
2. the development of systematic levels of interagency cooperation;
3. the cooperative placement and training program for transition students; and
4. staff training.

7.
Johnson, David R.; Price, Lynda; & Mathie, Bridget (1992).

Community transition interagency committees: 1992 summary. Minneapolis: University of Minnesota, Institute on Community Integration, Community Transition Interagency Committee, Technical Assistance Project.

Minnesota / interagency cooperation / transition planning

This annual report by Community Transition Interagency Committees in Minnesota presents an overview of the progress underway to facilitate the transition from school to adult life for youths with disabilities. Members of the 71 Community Transition Interagency Committees, each comprised of representatives of over ten agencies, organizations, and parents, are working to increase the likelihood of successful outcomes for individuals as they leave school and enter adult life roles in Minnesota communities.

The purpose of this report is to update and inform policymakers, professionals, consumers, and their families of the goals, activities, and accomplishments of Community Transition Interagency Committees during the past year. Examples of local interagency activities are highlighted throughout this report.

8.
Modell, John; Furstenberg, Frank F., Jr.; & Hershberg, Theodore (1976).

Social change and transitions to adulthood in historical perspective. Journal of Family History, 1, 7-32.

social change / transition planning

Rules can be found in every society governing the passage to adulthood. Although this paper explicitly addresses only the problem of youth, the authors regard the transition to adulthood as an illustrative case of a more general set of problems concerning how institutional constraints bear on the construction of the life course. They suggest that over the last century there has been change in the pattern of the transition to adulthood.

9.
Glover, Robert W.; & Marshall, Ray (1993).

Improving the school-to-work transition of American adolescents. Teachers College Record, 94(3), 588-610.

transition planning

The authors' premise is that the United States has the worst approach of any industrialized nation to school-to-work transition. They suggest that school-to-work transition is one of the weakest links in the American learning system. This article discusses the problems inherent in the American system; compares the transition from school-to-work in America, Japan, and Germany; and makes several suggestions for improving the school-to-work transition of adolescents in the United States.

10.
Martin, William E., Jr.; White, Keith; Saravanabhavan, R.C.; & Carlise, Kathy (1993).

Training programs for working with older American Indians who are visually impaired. American Rehabilitation, 19(1), 2-6, 37.

Native Americans / visual impairments / senior citizens / program development

People with visual impairments will have more difficulty improving their functional capacities within environments that have restricted resources. American Indian reservations are most often rural and located in remote communities with accessibility barriers and minimal services. These communities often lack professionally trained specialists to work with people who are visually impaired or blind. This article describes a program that was developed to train indigenous personnel in skills needed to aid American Indian elders who have visual impairments. The training program was a combination of workshop training, reservation-based followup inservice training, and ongoing project training.

11.
Milhous, Raymond L. (1993).

Rehabilitation in Vermont. American Rehabilitation, 19(1), 33-34, 37.

Vermont / vocational rehabilitation / program evaluation

The author describes the character of rehabilitation in the state of Vermont. He describes the role of the consumer movement in influencing rehabilitation policy in the state. He also discusses vocational, medical, and children's rehabilitation programs. What makes Vermont unique, the author contends, are three things:
1. easy communication among citizens and ease of access to all echelons of state government;
2. a rural mindset that work and families are important; and
3. an attitude that supports innovation.

12.
Usdane, Mark (1993).

Supported employment: Working ideals. American Rehabilitation, 19(1), 29-32.

supported employment / policy analysis

This paper discusses progress that has been made in the last 20 years in the area of supported employment and identified where progress still needs to continue. The author identifies two major trends -- changes in perception and attitude and the emphasis on choice and flexibility for people with disabilities. He then discusses the need to keep services moving in the right direction, tackling residential reform, reducing boundaries that prevent

persons with disabilities from realizing their full capacities, and overcoming the obstacles of money and management. The goal of supported employment efforts should be inclusion and self-determination for people with severe disabilities.

13.
Evenson, Tom; & Williamson, Celia (1993).

Careers in rehabilitation with an undergraduate degree in rehabilitation. American Rehabilitation, 19(1), 24-28.

personnel preparation / vocational rehabilitation

The purpose of this article, which is based on the National Council on Rehabilitation Education's (NCRE) position statement on Undergraduate Education (1987), is to provide specific information about some of the degree options for which a bachelor's degree in rehabilitation provides the foundation.

14.
Mississippi Band of Choctaw Indians (1993).

Choctaw Handicapped Adult Career Project: Final report. Philadelphia, MS: Mississippi Band of Choctaw Indians, Choctaw Vocational Rehabilitation Services. (Comp. No. 84.078C - OSERS File No. 253)

final reports / Mississippi / Native Americans / vocational training

The Choctaw Handicapped Adult Career Project (CHACP) was housed under Choctaw Vocational Rehabilitation Services (CVR) in order to more efficiently provide transition services to prior special education students. CVR services were available to all CHACP participants who met CVR eligibility requirements. Public awareness was achieved through the CHACP representative being present at IEP and ITP meetings, through an informational pamphlet, articles published in the community newspaper, posters, fliers, and informational speeches given at community meetings, and school affairs. An interagency agreement was established between CHACP, CVR, and Choctaw Special Education to ensure that referrals were made efficiently. Further vocational assessments were provided, and services were identified, and intermediate objectives were set to aid the student in reaching vocational goals. Assistance was provided in varied forms, such as:
1. technical or academic training service alternatives for vocational training;
2. personal care attendants or job coaches, when necessary;
3. adaptive devices;
4. tutors;
5. placement assistance.
CHACP was able to tap resources from any available tribal or non-tribal program or agency to allow for optimal rehabilitation of prior special education student participants.

The project resulted in a new facet of transition services on the Mississippi Band of Choctaw Indians Reservation in the form of an increased linkage between special education and adult rehabilitation services. As a result of this project, postsecondary vocational/technical training and academic training have become commonly chosen service alternatives for prior special education students.

15.
Milkman, Beverly L.; Kurtz, Jeffrey R.; & Putnam, Kimberly M. (1993).

Some answers from a survey of Javits-Wagner-O'Day employees. American Rehabilitation, 19(1), 7-11.

Javits-Wagner-O'Day Program / follow-up studies

This article discusses the 1991 national Javits-Wagner-O'Day (JWOD) population survey. Despite the age and scope of the program, the survey was the first survey of the entire JWOD population ever conducted. This new study analyzes basic demographic data as well as information relating to employment and wages, benefits, competitive job placement, and residential living arrangements. The research provides insights regarding the JWOD Program's impact on its participants.

16.
Wolman, Clara; Bruininks, Robert; & Thurlow, Martha L. (1989).

Dropouts and dropout programs: Implications for special education. Remedial and Special Education (RASE), 10(5), 6-20.

dropouts / special education / literature reviews

With the goal of achieving a better understanding of the nature of the dropout problem for students in special education, this review focuses first on the literature related to the dropout phenomenon in general education. The issues addressed are (a) consequences of dropping out, (b) definitions of dropouts and calculations of dropout rates, (c) characteristics of general education dropouts and their schools, and (d) intervention programs directed toward general education dropouts. The review further examines the literature on students in special education who drop out of school, including (a) overall characteristics of dropout rates and rates by handicapping conditions, (b) characteristics of dropouts who have received special education services, and (c) outcomes for school dropouts. The paper concludes by discussing implications for research and service programs that can address the dropout problem in special education.

17.
Hagner, David; & Dileo, Dale (1993).

Working together: Workplace culture, supported employment, and persons with disabilities. Cambridge, MA: Brookline Books.

supported employment / social integration / employer involvement

This book attempts to bring together and systematize ideas and approaches to supported employment and career assistance for individuals with severe disabilities that have been evolving over the past several years. The authors central concern is with understanding workplaces as social environments, forming collaborative partnerships between business and vocational services, and achieving social inclusion for employees with disabilities.

18.
Harris, Carolyn DeMeyer; & McKinney, David D. (1993).

Project *PART*nership: A model program for promoting self-determination through participation in the arts. Final report. Washington, DC: VSA Educational Services. (Comp. No. 84.158K - OSERS File No. 270)

final reports / Project *PART*nership / self-determination / fine arts

Project *PART*nership was a three-year demonstration program funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). It was designed to develop and enhance the self-determination and self-advocacy skills of young people with disabilities through increased participation in the arts. Based on the premise that arts involvement affords new opportunities to explore and develop a sense of oneself, Project PARTnership uses school and community resources to increase opportunities for self-discovery, creativity, self-concept building, skill development, and social integration through increased participation in the arts. This final report discusses key elements and objectives of the program, program sites and site implementation, target audience, program components, activities summary, and project conclusions.

19.
Leach, Lynda Nash; & Harmon, Adrienne Seccia (1993).

Annotated bibliography on secondary special education and transitional services (Vol. 8). Champaign: University of Illinois at Urbana-Champaign, Transition Research Institute at Illinois.

literature reviews / transition planning / model programs

Volume 8 of the Annotated Bibliography on Secondary Special Education and Transitional Services (formerly called, Annotated Bibliography on Transition from School to Work) continues the review of the literature on evaluation methodology, the efficacy of secondary and transition services, and related

topics begun in Volume 1 and continued in Volumes 2-7. Coverage is not comprehensive, but representative of what has preceded current transition efforts, what is going on now, and what is recommended for future analysis and study. Volume 8 does not duplicate the earlier volumes; therefore, using all volumes provides a more accurate review of the transition literature. As with the earlier volumes, the intent of Volume 8 is (a) to assist professionals in locating relevant resource materials on transition and evaluation and (b) to facilitate communication and information sharing among professionals in all disciplines involved in transition.

20.
Grayson, Thomas E.; Harmon, Adrienne S.; Leach, Lynda N.; Wallace, Ben F.; & Huang, Hui-Ju (1993).

Compendium of Transition Model Programs 1993. Champaign: University of Illinois, Transition Research Institute at Illinois.

model programs / directories / transition planning

This eighth volume in the series of annual compendia of OSERS transition project profiles (formerly entitled Compendium of Project Profiles) represents the current picture of transition as reflected by 93 active projects nationwide, and 34 expiring projects. The information and descriptive data in this document were collected in part from the responses to OSERS-funded project characteristics questionnaires distributed to current and recently expired projects. Other project information was obtained from original grant applications and previous years' profiles. The information in the individual competition profiles was gathered from the grant announcement packets for each competition.

21.
Wermuth, Thomas R.; & Holub, Thomas M. (1993).

Secondary pathways to satisfaction: A model transition project. LD Forum, 18(4), 22-25.

learning disabilities / Wisconsin / Pathways to Satisfaction Program / case studies

Since the mid 1980's, secondary level students with learning disabilities attending Madison West High School in Madison, Wisconsin, have had the opportunity to participate in a comprehensive program designed to facilitate transition from school to adult life. The Pathways to Satisfaction program is composed of five interrelated phases that students progress through based on individual needs, interests, and goals for the future. The purpose of this article is to describe the five phases included in the Pathways to Satisfaction program. A case study is also provided to show how the program is implemented for individual students. Finally, conclusions regarding implementation of the PTS program are discussed.

22.
Hewes, Debbie; Kothe, Julia Noyes; & Schelly, Cathy (1993).

Productive Youth in the Community: Final report. Fort Collins, CO: Poudre R-1 School District, and Colorado State University, Transition Services. (Comp. No. 84.158N - OSERS File No. 232)

final reports / Colorado / Productive Youth in the Community (PYC) / severe emotional disorders

Productive Youth in the Community (PYC) was the result of a three-year (1989-1992) demonstration project awarded to the Poudre R-1 School District and Colorado State University in Fort Collins, Colorado. The purpose of the project was to develop and implement specialized vocational support (supported employment) for secondary students with severe emotional disorders in the Poudre R-1 School district. The PYC project was successful, and demonstrated improved outcomes for students with emotional disorders by implementing individualized support strategies. The following outcomes were accomplished as a direct result of the Productive Youth in the Community project:
1. To secure paid jobs in the community prior to graduation with realistic possibilities of long-term employment for students with emotional and behavioral disorders;
2. To develop an active network of local employers and businesses to facilitate job placements for students;
3. To construct a working team of service providers which will provide continuity of employment-related support before and after the targeted students leave school;
4. To provide formal and informal opportunities for parents and/or guardians to work cooperatively with project staff and students to maximize success and independence for the students in community employment; and
5. To administer, evaluate, and disseminate the project in an effective and efficient manner.
The two primary products developed by project staff were a manual, Promoting Successful Outcomes for Students with Emotional Disorders, and a curriculum, Productive Youth in the Community, Career Skills Curriculum.

23.
Murphy, Stephen; Rogan, Pat; Olney, Marjorie; Sures, Michelle; Dague, Bryan; & Kalina, Nancy (1993).

Developing natural supports in the workplace: A manual for practitioners. Syracuse, NY: Center on Human Policy, Syracuse University.

natural supports / community integration

The primary purpose of the Pioneer-Syracuse University Project was to help people find community jobs, and become integral participants in their work places, using on- and off-site resources and supports from job personnel and other community members. The materials in the manual represent a compilation of ideas and practices that were developed and implemented during

a period of significant agency transition from a sheltered workshop to a community employment service.

24.
Florida Department of Education (1993).

[Final report: Using a Tracking System to Impact Instructional Programs for Handicapped Youth.] Tallahassee: Florida Department of Education. (Comp. No. 84.158R - OSERS File No. 203)

final reports / Florida / follow-up studies / quality of life

The purposes of this project were to assist local school district in developing a data base that would provide them with follow-up information on students with disabilities who have left the public school system and to assist school districts in making changes in instructional programs and delivery systems needed to foster development of desirable post-school outcomes based on the follow-up information. The original intent was to combine information from both state and local sources for district use in evaluating their existing programs and delivery systems. A quality of life factor was included in addition to standard demographic and outcome information. This final report documents the objectives and achievements of the project. Documentation of project generated products is provided in an extensive set of appendixes.

25.
Czerlinsky, Thomas; & Chandler, Shirley K. (1993).

Effective consumer-service provider interactions in vocational rehabilitation. OSERS News In Print, 5(4), 39-43.

self-determination / vocational rehabilitation / research studies

This article reports results of one of the first empirically-based national investigations addressing empowerment as part of the rehabilitation process. The participants included more than 300 service providers, political activists for individuals who have disabilities, rehabilitation policy makers, rehabilitation consumers, rehabilitation educators, administrators, significant others, and consumer activists. Overall, the results show that the rehabilitation process for consumers must be a nurturing one. It is not a short-term process. Consumers themselves must be actively included in all phases of the rehabilitation process, and their input must be actively sought. Many consumers immersed in the system have not had the opportunity to learn how to direct their own lives, making an empowered rehabilitation partnership difficult. It is important for rehabilitation service providers to create an environment that fosters empowerment.

26.
Emerson, John (1993).

Thirteenth Year VTI Career Success Program: Final report. Seattle: Washington Research Institute. (Comp. No. 84.158N - OSERS File No. 239)

final reports / Washington / Career Success Project / 13th year

The "Career Success Project" developed a model program to identify and deliver accommodations and supports to high school-aged youth who were enrolled in a regular postsecondary occupational training program at the Lake Washington Technical College (formally the Lake Washington Vocational Technical Institute). The Career Success Project was a response to an identified need to provide more postsecondary vocational training and coordinated transition services to students between the ages of 16 and 21 who were receiving special education services from their local school districts. The project's primary goal was to develop an open-entry, open-exit secondary and postsecondary support program to prepare young adults with learning and other mild disabilities for successful vocational training, competitive employment, and satisfying leisure activities. Program objectives were:
1. To develop a technical college-based job training program for 16-21 year old students with mild disabilities;
2. To identify and provide assessment, training, and job placements to students with mild disabilities;
3. To develop and provide follow-up and follow-along activities for program graduates; and
4. To evaluate the effectiveness of program services.

The Career Success Project provided a model that facilitated the movement of a significant number of students with disabilities to a postsecondary occupational training environment. This collaborative effort between a secondary special education system and a postsecondary technical college system provided over 90 students with specialized accommodations and supports that allowed the majority to complete their training program and move on to community-based competitive jobs.

27.
Lewis, Preston (1993).

[Final report: Statewide Transition and Facilitation Project (S.T.A.F.).] Frankfort, KY: Kentucky Department of Education. (Comp. No. 84.158N - OSERS File No. 268)

final reports / Kentucky / community-based instruction

The Statewide Transition and Facilitation (STAF) Project's main goal was to foster the implementation of community-based school-to-work transition programs, as well as to ensure continued expansion of the program. The STAF Project was designed to provide technical assistance, training, and other needed services to the school districts and the Department of Vocational Rehabilitation (DVR) counselors participating in the project. A variety of other objectives were also designed to ensure all aspects of transition

services were addressed. This final report documents project accomplishments and objectives, demographic and environmental characteristics, evaluation outcomes, dissemination activities, replication, products, conclusions and recommendations.

28.
Frazier, Ruby (1993).

From vision to reality: The opened door. OSERS News In Print, 5(4), 36-38.

Michigan / job placement / accommodations

This article focuses on the job placement and accommodation of persons with severe disabilities through a project in which Projects With Industry (PWI), the Lansing School system (Michigan), and the Michigan Rehabilitation Services (MRS) are cooperating agencies.

29.
The Arc (1993).

Final report: Self-Determination Curriculum Project. Arlington, TX: The Arc, National Headquarters. (Comp. No. 84.158K - OSERS File No. 271)

final reports / Texas / self-determination / curriculum

The purpose of this project was to produce and validate a curriculum for students with mild mental retardation and related disabilities to help them develop attitudes and abilities necessary for self determination. As defined through project activities, self-determination refers to the attitudes and abilities required to act as the primary causal agent in one's life and to make choices regarding one's actions free from undue external influence or interference. The school curriculum developed by The Arc utilized components of the Life Centered Career Education Curriculum developed by Dr. Donn Brolin. This final report discusses project objectives and accomplishments.

30.
Katz, David; & Fisher, Roslyn (1993).

Parents as Transition Helpers (PATH): Final report. New York: Center for Advanced Study in Education, Institute for Research and Development in Occupational Education, Graduate School and University Center-CUNY. (Comp. No. 84.158S - OSERS File No. 258)

final reports / New York / Project PATH / parent involvement

This model demonstration project, Parents as Transition Helpers (PATH), responded to the transition realities and needs of inner-city youth with disabilities and their families (moderately and severely disabled). The project focused on redressing a notable lack in the transition service

delivery system--the paucity of parent knowledge and lack of involvement in the process. This project aimed at developing parent competencies--behavioral as well as informational--that could serve as a springboard for parent activity. There were four components of the networking model:
1. A series of seminars in which special education staff, who were Transition Linkage Coordinators (TLCs), learned parent-education skills;
2. A series of parent workshops conducted by the TLCs in which parents received "basic" training about all aspects of the transition process;
3. Direct participation of parents, as individuals, in such activities as: meeting with the school's Transition Planning Team, securing information about recreational, residential, financial, employment, or training concerns, providing informal at-home skills training with the student;
4. Parent "self-help" networking activity in which small groups of parents, having common concerns about their disabled children reached out to other parents.

During each project period 12 Transitional Linkage Coordinators from academic/comprehensive high schools, vocational high schools and special schools for the more severely disabled and 144-180 parents were actively engaged in training seminars, workshops and self-help networking.

Throughout the project special attention was directed towards providing parents with first-hand contact with parent advocacy groups, adult service providers, and rehabilitation services. Such direct participation allowed parents to practice advocacy skills previously developed and rehearsed in workshops.

31.
Lawlor, Mary C.; & Cada, Elizabeth A. (1993).

Partnerships between therapists, parents, and children. OSERS News In Print, 5(4), 27-30.

early childhood / parent involvement / interdisciplinary involvement

The University of Illinois at Chicago Therapeutic Partnership Project, a three-year interdisciplinary in-service training project, was designed to address manpower shortages, promote models of therapeutic practice that are family centered, and provide a professional development program. The Project has been working with therapists, parents, and other professionals to develop strategies to promote family centered services and to address the needs of practitioners who wish to improve their effectiveness in early childhood practice. The purpose of this article is to describe these initiatives and share some insights that project investigators have gained related to promoting partnerships between therapists, families, and other professionals.

32.
Bennett, Forrest C.; Haley, Patrick; Smith, Gerald; & Valluzzi, Janet (1993).

Inservice programs for related services teams serving medically fragile children. OSERS News In Print, 5(4), 31-35.

program development / M-FIRST project / medically fragile children

Addressing the problems encountered when medically fragile children enter schools where there are insufficient qualified personnel trained to care for them, this article describes the M-FIRST project, which developed a model in-service training program for teams of skilled personnel to meet the complex needs of medically fragile children in the school setting. The major goals of the project included:
1. implementation of model programs in selected sites in Oregon and Washington;
2. evaluation of the effectiveness of the training model;
3. development of materials that enable others to replicate all or parts of the training model; and
4. national dissemination of the materials.
M-FIRST also sought to integrate medical and educational resources to enhance available services.

33.
Flexer, Robert W.; & Simmons, Thomas J. (1993).

Final report to the Office of Special Education and Rehabilitation Services: Employer network for students with severe disabilities. Kent, OH: Kent State University. (Comp. No. 84.158N - OSERS File No. 236)

final reports / Ohio / employer involvement / Transition Employer Network Project

The purpose of the Transition Employer Network project was to improve placement outcomes for youth with severe disabilities. One process that should improve outcomes is better matching of students' preferences and skills to available job opportunities. Three features of service delivery were selected for intervention in this project. Schools and agencies providing career services were organized into a collaborative in order to determine how they might better relate to local business and serve individuals with severe disabilities. Employers were organized into a collaborative in order to determine how they might better utilize the rehabilitation system and people with disabilities as a labor resource. The third feature of the project design was to determine how the agendas of the two collaboratives could be reconciled with needs barriers expressed by persons with severe disabilities. Within these general systems approaches, project resources were utilized to provide placement and transition planning services to school age youth in a county-wide area. A second site was selected for replication of project activities. This final report outlines definitions of employer resources and problems of access, a collaborative process model, and results across two locations.

34.
Edgar, Eugene (1993).

Final report: A polymorphic tracking and intervention model for students who drop out or are at risk of dropping out of special education programs in suburban Washington State. Seattle: University of Washington. (Comp. No. 84.158R - OSERS File No. 208)

final reports / Washington / dropouts / special education

The purpose of the project was to develop a database for dropouts from special education and interventions to prevent dropouts in two suburban school districts. A third district was to serve as a control district. This was a four year grant and the interventions were to be implemented systematically over the four years in order to determine the relative impact of the various interventions. This study attempted to study the dropout problem of special education students in suburban school districts. The general purpose of the study was to develop a database that would allow for the early identification of students with a potential to not finish school and provide interventions for these students to keep them in school. The interventions focused on activities that could be reasonably implemented in school districts.

The results indicated that a complicated data collection system was not needed to identify such students. Rather, students labeled "serious behavior disordered" at entrance to ninth grade are the most at risk not to finish school. Although the data provided a rich descriptive database, the data did little to increase the predictive power of label.

The interventions attempted did provide momentary relief for the students and the school staff but provided little, if any, long term effect. The authors suggest that this finding should be used to conceptualize more powerful interventions rather than persist in searching for low cost interventions. These low cost interventions are not effective and consume valuable resources that could be better expended in other programs. Causes of dropouts are complex and tend to be student-specific. Interventions need to be comprehensive and intense.

35.
Baer, Robert; Martonyi, Elizabeth; Flexer, Robert; Simmons, Thomas; & Goebel, Gene (1993).

Employer collaboratives: A manual on process models and implementation strategies (Edition 1.0). Kent, OH: Kent State University. (Comp. No. 84.158N - OSERS File No. 236)

Transition Employer Network Project / Ohio / employer involvement

The purpose of this manual is to present a model for developing collaboration between employers and service providers to address employment issues for persons with disabilities. This model was piloted through the Employer Network Project which was a three year effort to improve outcomes for youth and adults with disabilities by increasing the participation of employers.

36.
Dohrn, Beth; Bryan, Tanis; & Bryan, James (1993).

Helping parents to help their children. OSERS News In Print, 5(4), 10-14.

parent involvement / special education / attribution training

The purpose of this paper is to describe two pilot studies focused on increasing the effectiveness of parent involvement in the education of children with disabilities. The basic assumptions underlying the program were that: (1) parents need help in instructing their children; and (2) parents' instruction should be carefully coupled with contingent attribution feedback that helps children acquire adaptive self-concepts.

37.
Coordinating Council for Handicapped Children (1993).

Final report on the Building Project: A Family Networking Project. Chicago: Family Resource Center on Disabilities. (Comp. No. 84.158S - OSERS File No. 259)

final reports / Illinois / BUILDING Project / family involvement

The BUILDING Project was a Family Networking Project that provided support and training to 90 transitioning high school youth and their families, utilizing the 24-year training and support experience of the Coordinating Council for Handicapped Children (now called the Family Resource Center on Disabilities) in the Chicago metropolitan area. Project staff was comprised of parents of children with disabilities and adults with disabilities who served as mentors and role models for project participants. Project activities were designed to meet these transition planning needs of high school youth and their families who are enrolled in special education, and who live in Chicago, with an emphasis on serving minority, low-income families.

The BUILDING Project was designed to meet five continuing empowerment needs of youth with disabilities and their families for successful transition planning:

1. to effectively plan for meeting immediate and long-term transition needs;
2. to identify, access, and utilize generic and specialized services based on the interests, needs and preferences of youth;
3. to access, utilize, and expand the use of formal and informal supports and resources to overcome service barriers;
4. the communication among youth with disabilities, their families, and service providers;
5. facilitating coordination of services among public and private service providers, school and rehabilitation agencies, employers and other service providers.

The BUILDING Project was designed to meet these needs through individualized assistance for transitional planning, workshops, seminars, support groups/recreational and social activities, and follow-up/follow-along services for students exiting high school.

38.
Epstein, Michael H.; Bursuck, William D.; Polloway, Edward A.; Cumblad, Carla; & Jayanthi, Madhavi (1993).

Homework, grading, and testing: National surveys of school district policies. OSERS New In Print, 5(4), 15-21.

policy analysis / grading / special education

The policies school districts have or do not have with respect to homework, testing, and grading could have a significant impact on students with disabilities to the degree that these policies govern actual practices. Unfortunately, there are few data available regarding district homework, grading, and testing. This article discusses a project whose purpose was to conduct a series of three surveys investigating the homework, grading, and testing policies in place at local school districts nationwide.

39.
Kay, Pam; Fitzgerald, Martha; Mellencamp, Amy; & Biggam, Sue (1993).

A Green Mountain Challenge: The impact of school reform on children with disabilities. OSERS New In Print, 5(4), 22-26.

education reform / Vermont / special education

This article discusses the State of Vermont's systematic education reform efforts called "A Green Mountain Challenge" (for the mountain range that runs down the middle of the state) with a focus on how these reforms impact on students with disabilities. In 1992, two years after initial reform efforts, the Special Education Department of the University of Vermont began a three-year, OSERS-funded study to determine whether Vermont's education reform agenda can benefit students with disabilities and their families, and the climate of home/school collaboration for all students. This paper considers special education reform, assessing the impact of school reform, communicating change to parents and improving parent participation, emerging themes and questions, and future directions of the reform effort.

40.
D'Alonzo, Bruno; & Giordano, Gerard (1993).

Adaptive driver training: A pathway to transition. American Rehabilitation, 19(1), 21-23, 37.

transportation / adaptive driver training

Many people with disabilities have a broad range of employment and community service opportunities because of their access to transportation. Consequently, the relationship between transition and available transportation can be inextricably intertwined. A solution to the problems of transporting people who are disabled may be provided by community service agencies or

benefactors. However, another solution may be to encourage people to develop automotive driving skills. This article addresses issues that instructors and administrators should be prepared to encounter when designing a transition program that includes adaptive driver training.

41.
Kohler, Paula D.; & Rusch, Frank R. (1993).

School to work transition: Identification of employment-related outcome and activity indicators. Unpublished manuscript, Transition Research Institute, University of Illinois at Urbana-Champaign.

outcomes of education / program evaluation / model programs

The primary purpose of the study reported in this paper was to identify potential measures for evaluating the multiple outcomes and activities associated with programs designed to promote employment of youths with disabilities.

42.
Gostin, Lawrence O.; & Beyer, Henry A. (1993).

Implementing the Americans with Disabilities Act: Rights and responsibilities of all Americans. Baltimore: Paul H. Brookes Publishing co.

Americans with Disabilities Act (ADA) / program implementation

Written by law and disability experts, this book provides explanations of all statutory requirements of the ADA to inform readers about provisions in such areas as: employment, vocational rehabilitation programs, labor, public accommodations, transportation, housing, telecommunications, and government services. The book also addresses the unresolved legal, medical, and social questions that have emerged as a result of the law.

43.
U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs (1993).

Individuals with Disabilities Education Act: Program-funded activities, fiscal year 1993. Washington, DC: Author

OSERS (Office of Special Education and Rehabilitative Services) / model programs / directories

This document provides information on cooperative agreement, grant and contract programs which were funded during fiscal year (FY) 1993 by the Office of Special Education Programs (OSEP) under the authority of the Individuals with Disabilities Education Act (IDEA), and the Elementary and Secondary Education Act (ESEA).

44.
Baer, Robert; Simmons, Tom; Flexer, Robert; & Izzo, Margo (1992).

Transition planning: A guide for parents and professionals (Version 2.0). Kent, OH: Kent State University, ACHVE Department. (Comp. No. 84.158Q - OSERS File No. 285)

transition planning / parent involvement

This manual was designed to help educators, adult service providers, and parents make transition planning a meaningful experience for students with disabilities while complying with the requirements of the Individuals with Disabilities Education Act (IDEA).

45.
Davis, James Earl (1992).

Reconsidering the use of race as an explanatory variable in program evaluation. New Directions for Program Evaluation, (No. 53), 55-67.

race / program evaluation

This chapter critically analyzes the use of race as an explanatory construct in program evaluations and represents an attempt to encourage the use of a contextual framework in the identification and analysis of race differences. The practice of identifying race differences by using such traditional comparative analytical frameworks as statistical difference testing is critically examined. In the first part of this chapter, program theory is discussed, as well as its implications for the evaluation of programs for African American and other nondominant groups. The second part examines the use of race and race differences in program evaluation and the problems of generalizing program effects for diverse populations. Third part explores some implications for program evaluation design and analysis. The fourth section offers suggestions for examining whether race is a useful explanatory construct in a given evaluation.

46.
Spradley, James P. (1979).

The ethnographic interview. Fort Worth, TX: Harcourt Brace Jovanovich College Publishers.

interview techniques / ethnographic interview

This book describes the process of doing ethnography, the fundamental task of anthropological field work. Specifically, the author outlines in detail how to conduct ethnographic interviews. Because many other disciplines have begun to use the tools of ethnography, the author identified a need to clarify the nature of ethnography. This book is in two parts. Part one defines ethnography, identifies some of its underlying assumptions,

distinguishes it from other investigative approaches, discusses ethics of doing ethnography, and provides some criteria for selecting strategic ethnographic research projects. Part two presents the "Developmental Research Sequence," which set forth a series of twelve major tasks designed to guide the investigator through the process of asking ethnographic questions and making ethnographic analyses.

47.
Peer and Family Training Network Project on the Americans with Disabilities Act (1993).

The Americans with Disabilities Act: A guide for people with disabilities, their families, and advocates. Concord, NH: Parent Information Center.

Americans with Disabilities Act (ADA) / advocacy

This booklet is a product of the Peer and Family Training Network Project on ADA. It was prepared for persons with disabilities, and their families and advocates to inform them of the rights created under the Americans with Disabilities Act of 1990.

48.
O'Leary, Edward E. (1992).

Infusing transition into the IEP: A synopsis of the final regulations. Unpublished manuscript.

transition planning / individualized education program (IEP) / Individuals with Disabilities Education Act (IDEA)

The purpose of this paper is to acquaint the reader with the sections within the IDEA along with the final regulations that directly and indirectly relate to transition.

49.
Department of Rehabilitation Education and Research, College of Education, University of Arkansas (1993).

Allllll Aboard !!!! A job fair for people with disabilities and senior citizens. [Guide & Videocassette]. Fayetteville, AR: University of Arkansas (Comp. No. 84.078C - OSERS File No. 297)

video productions / job fairs / Arkansas

The All Aboard planning guide contains a step-by-step strategy for hosting a job fair for people with disabilities and for senior citizens. The videocassette included with each guide can assist in recruiting employers and applicants and in demonstrating the job fair process.

50.
Career Orientation and Options Program (1993).

Career Orientation and Options Program handbook. Des Plaines, IL: Instructional Support Services, Oakton Community College. (Comp. No. 84.078C - OSERS File No. 337)

job seeking skills / self-advocacy

The purpose of this handbook is to help the consumer develop necessary job seeking skills. Areas covered include: exploring self, work, and choices; assessing goals, resume writing, correspondence and applications; job search strategies and interviewing; stress management, self-advocacy, and ethics.

51.
Thompson, Anne Rutledge (1993).

An examination of college students' with disabilities self-perceptions of their job acquisition skills. Unpublished dissertation, Mississippi State University, Mississippi State, MS. (Comp. No. 84.078C - OSERS File No. 306)

postsecondary education / counseling / program development / transition planning

The purpose of this study was to determine college students' with disabilities self-perception of their job acquisition skills. This study provided information needed to develop a training model to be used by counselors who provide transition services to college students with disabilities.

52.
Florida Department of Education, Division of Public Schools, Bureau of Education for Exceptional Children (1992).

The Florida postschool follow-up model procedures manual. Tallahassee: Author.

follow-up studies / program evaluation / Florida

The purposes of this manual are to describe methods and procedures that may be used to collect and analyze follow-up data and to give a detailed description of how follow-up data may be used for program improvement. The intended audiences for this manual are school- or district-based teams who have an interest in making data-based decisions about program revision.

53.
Snell, Martha E. (Ed.) (1993).

Instruction of students with severe disabilities (4th Ed.). New York: Merrill (Macmillan Publishing Company).

curriculum and instruction / severe disabilities

The goal of this text is to describe proven approaches for teaching students with severe disabilities to enable them to realize their individual capacities as members of classrooms, schools, work forces, and communities.

54.
Smith, Stephen W. (1990).

Individualized education programs (IEPs) in special education -- from intent to acquiescence. Exceptional Children, 57(1), 6-14.

individualized education programs (IEP) / Education for All Handicapped Children Act (EHA; P.L. 94-142)

Evaluations of individualized education programs (IEP) over the past decade have pointed to an inoperative IEP process and a questionable document. A three-phased review of data-based research and position papers from 1975 to 1989 reveals a history of IEP inadequacies and passive compliance. These findings are in contrast to the original intent and spirit of Public Law 94-142, the Education for All Handicapped Children Act (EHA). Implications for special education policy and practice have not been considered. Recommendations include a reexamination of the IEP in the context of the current special education reform debate.

55.
Schaffner, C. Beth; & Buswell, Barbara E. (1989).

Breaking ground: Ten families building opportunities through integration. Colorado Springs, CO: PEAK Parent Center, Inc.

inclusion / case studies

This book contains the stories of ten families whose children with disabilities attend regular neighborhood schools, not special classes. A main point of this book is that these families are ordinary people who have faced obstacles in working toward integration for their children and have taken risks by challenging the practices and attitudes of schools and society.

56.
Michaels, Craig A. (1993).

The Learn and Earn Program: A model for providing educational and vocational services to individuals with learning disabilities in community colleges. Final report. Albertson, NY: Career and Employment Institute, National Center on Employment and Disability. (Comp. No. 84.078C - OSERS File No. 257)

final reports / New York / Learn and Earn Program / learning disabilities / postsecondary education

The National Center for Disability Services, initiated a three-year federally funded postsecondary demonstration project on September 1, 1990, to assist recent high school graduates with learning disabilities who could benefit from additional academic and pre-vocational skill development, but who would most probably not be successful in either a traditional community college or vocational rehabilitation environment. This program combined the successful techniques of both vocational rehabilitation and special education in order to impact on all major phases of the transition process for recent high school graduates with learning disabilities with specific emphasis on:

Comprehensive individualized assessment;
Remedial writing and reading;
Functional mathematics;
Campus-based pre-vocational support services;
Extensive individual and group counseling;
Coordinated referral and service delivery among service providers;
Placement readiness skills;
Job seeking an job keeping skills;
Supported job placement assistance; and
Structured follow-along

This three year program demonstrated how vocational possibilities for recent high school graduates with learning disabilities could be enhanced through the provision of additional academic and pre-vocational skill development and comprehensive vocational support services.

57.
O'Brien, John; & Forest, Marsha; with Snow, Judith; Pearpoint, Jack; & Hasbury, David (1989).

Action for inclusion: How to improve schools by welcoming children with special needs into regular classrooms. Toronto, Canada: inclusion Press; co-published by the Centre for Integrated Education.

inclusion / education reform / program development

This book outlines an action plan for integrating students with special needs into regular classrooms.

58.
Meyer, Luanna H.; Eichinger, Joanne; & Downing, June (1994).

Program quality indicators (PQI): A checklist of most promising practices in educational programs for students with severe disabilities (Revised. Ed.). New York: Syracuse University, School of Education.

severe disabilities / quality indicators / program development

The PQI checklist is designed for use by school district personnel, families, and consumer groups to evaluate and guide program development. By scoring a particular program on each item, program strength and need areas can be identified. This assessment of how well the program compares to the Program Quality Indicators in each area can then be used to plan program development goals for the immediate future, based upon both obvious discrepancies and identified program priorities.

59.
Siegel, Shepherd; Robert, Matt; Greener, Karen; Meyer, Gary; Halloran, William; & Gaylord-Ross, Robert (1993).

Career ladders for challenged youths in transition from school to adult life. Austin, TX: PRO-ED, Inc. (Comp. No. 84.158L - OSERS File No. 172)

Career Ladder Program / vocational training / transition planning / program development / mild disabilities

This manual is based on the authors' assumption that competitively paid employment, postsecondary education and training, and ascension up the career ladder are part of citizenship, a necessary aspect of a legitimate, meaningful, and self-respecting life. It is a how-to volume on breaking down the barriers between school and the community.

The six chapters in this manual reflect the central concepts governing the Career Ladders Program:

1. Six principles of effective transition programming
2. The community classroom
3. The employment skills workshop
4. Postsecondary services for youths in transition
5. Site development for community classrooms
6. A historical perspective of transition: Blueprints for systems change.

60.
Alper, Sandra; Parker, Kent; Schloss, Patrick J.; & Wisniewski, Lech (in press).

Extended school year programs: A community driven curriculum model. Mental Retardation,

extended school year / severe disabilities / curriculum

Appropriate education guaranteed to children with disabilities under Public Law 94-142 has been translated by the courts to mean, in part, more than 180 days of education. There is now a strong legal precedent establishing the right to an extended school year (ESY) (summer school) for students with severe disabilities. The courts have left open to interpretation, however, issues related to the implementation of these programs, such as the content of the curriculum. Descriptions of ESY programs vary widely and include respite for parents during the summer months, continuation of the regular school year curriculum, and remediation in skill areas in which students have either regressed or failed to demonstrate maintenance. The only consensus seems to be that ESY programs should be tailored to the individual needs of the students. The present article describes a systematic approach to curriculum development for students with severe disabilities enrolled in ESY programs. This approach is: 1) community driven, 2) consistent with each student's IEP objectives for the regular school year, 3) tailored to the unique needs of each students, and 4) consistent with current best practices of teaching functional skills performed by nondisabled persons in a variety of integrated nonschool settings. Student progress data are presented.

61.
Alper, Sandra; & Ryndak, Diane Lea (1992).

Educating students with severe handicaps in regular classes. Elementary School Journal, 92(3), 373-387.

inclusion / severe disabilities / policy analysis

Many students with mild to moderate handicaps have been integrated into regular educational settings since the passage of Public Law 94-142. Students with severe handicaps, however, remain the most segregated group in American public schools. In this article the authors review the growing philosophical, legal, and empirical support for allowing students with severe handicaps to attend regular classes with their chronological-age peers. Advantages of integration for students with and without handicaps are presented. The authors assert that the resources and instructional technology needed to integrate students with severe handicaps effectively are currently available. Further, these resources could aid large numbers of nonhandicapped students who are failing in the current educational system. Examples including alternative teacher roles, flexible options for grouping students, peer tutoring, special-friends systems, and computer-assisted instruction are provided.

62.
Smith, Marcia Datlow (1984, November).

Managing the aggressive behavior of adults disabled by autism in the community. Paper presented at the annual convention of the Association for the Severely Handicapped, Chicago, Illinois, November, 1984.

autism / research studies / independent living

The purpose of this study was to examine the feasibility of managing aggressive behavior through a nonaversive, educative approach, of two adults who are severely disabled by autism and living in group homes in the community.

63.
Smith, Marcia Datlow; & Levy, Eloise (n.d.).

The use of self-control with an adolescent disabled by autism in the transition from school to work. Unpublished manuscript. Community Services for Autistic Adults and Children, Rockville, Maryland.

autism / self-control training / transition planning

A case study was presented which illustrated the transition from teacher-controlled monitoring to self-monitoring to control the behavior problems of an adolescent disabled by autism as he moved from a special education classroom to competitive, nonsheltered employment. Six target behaviors were pinpointed which were incompatible with more unacceptable behaviors displayed by the student. A rating plan was then implemented which involved hourly ratings of the student's behavior by the teacher. After one year of hourly teacher ratings, the student was taught to rate his own behavior on an hourly basis. Improvement in behavior was noted after the onset of hourly teacher ratings, and this improvement was maintained with self-ratings by the student. Further, the accuracy of the student's self-rating generalized from a special education classroom to a nonsheltered job setting.

64.
Parisot, Arlene; Wyatt, Diana; & Orham, Mary (1993).

Project Bridge: Final summation. Great Falls, MT: Great Falls Vocational-Technical Center. (Comp. No. 84.078C - OSERS File No. 252)

final reports / Montana / Project Bridge / vocational training

This final report outlines Project Bridge. The goal of Project Bridge was to implement a comprehensive coordinated multi-agency demonstration model for youths and adults with disabilities transitioning to postsecondary educational opportunities and ultimately to work. Project Bridge was designed to place strong emphasis on improving vocational outcomes and promoting the utilization of appropriate postsecondary educational opportunities for youths and adults with disabilities.

65.
Hooker, Emily (1993).

Enhancing employment opportunities [set of replication manuals]. Orlando, FL: Valencia Community College. (Comp. No. 84.078C - OSERS File No. 330)

postsecondary education / career development / Florida

This set of four replication manuals was developed for the Enhancing Employment Opportunities Project. Topics are:
A. Career Research
B. Vocational Assessment
C. Resume Writing Workshop; and
D. Job Interviewing Workshop

66.
Valdes, Kathryn (1993).

The National Longitudinal Transition Study of Special Education Students: Database documentation for the second wave of data collection (1990) [Documentation and Data Tape]. Menlo Park, CA: SRI International.

NLTS (National Longitudinal Transition Study) / data collection

In response to the lack of national level data on the transition experiences of youth with disabilities, the U.S. Congress mandated a comprehensive study in 1983. The first data collection effort, Wave 1 of the National Longitudinal Transition Study (NLTS), began in 1987. The next full-scale data collection effort for the NLTS, Wave 2, occurred in late 1990. The Wave 2 database reported in this document and data tape is the result of the final data collection effort for the NLTS.

67.
Bondi-Wolcott, Jean; & Scherer, Marcia (1988).

The "Explore Your Future" program for hearing impaired students: Some deaf students have it easy in their transition from high school to college. Journal of Rehabilitation, 54(1), 15-17.

hearing impairments / New York / postsecondary education

This article describes the "Explore your Future" program, offered by the National Technical Institute for the Deaf (NTID), for students who are deaf.

68.
Martin, James E.; Marshall, Laura Huber; Maxson, Laurie; & Jerman, Patty (1993).

Self-Directed IEP [Teacher's Manual, Student Workbook, and Videocasssette] (ChoiceMaker Instructional Series). Colorado Springs, CO: University of Colorado at Colorado Springs. (Comp. No. 84.158K - OSERS File No. 309)

video productions / individualized education program (IEP) / self-determination

This is the first of several instructional packages designed to help students become self-determined. The Self-Directed IEP is an multi-media package that teaches students how to manage their own IEP meeting. The video presents 11 steps crucial to directing the IEP meeting. After watching the video, students complete 11 lessons in workbooks that match the steps explained in the video. The teacher's manual provides supporting information to prepare the instructor to teach successful self-directed IEP lessons.

69.
Cipriano, Robert E.; and others (1991-1992).

Design of a Secondary Follow-up/Follow-along Tracking System [Product deliverables]. Hebron, CT: Easter Seal Society of Connecticut. (Comp. No. 84.158R - OSERS File No. 223)

Connecticut / follow-up studies / interagency cooperation

One purpose of this project was to investigate the transition of youth with disabilities from school to community living, and to develop system improvements in transition services and interagency planning on a district-wide basis. Project staff developed a method for tracking students with disabilities as they exit school, and for a two-year period following their exit. Product materials documenting the tracking system include:

1. Model tracking system
2. Prospective sample year 1 - 1989-1990
3. Prospective sample year 2 - 1990-1991
4. Transition fact sheet
5. Special education teacher survey on retention of special education students
6. Sample transition manual.

70.
PACER Center, Inc. (1993).

Our children, our hopes: Empowering African-American families of children with disabilities [Videocassette]. Minneapolis: PACER Center, Inc. (Comp. No. 84.158S - OSERS File No. 229)

African-Americans / video productions / parent involvement

Members of an African-American parent support group at the PACER Center talk about issues and their concerns for their children with disabilities. In this 15 minute video, the problems of getting services, lowered expectations, and intimidating IEP sessions are openly discussed. Parents stress the importance of asking questions, reaching out to resources, working with schools, and being totally involved in planning for services. The importance of parent involvement for advocating for their children is paramount and each parent emphasizes this.

71.
Wehmeyer, Michael (1992).

Self-determination: Critical skills for outcome-oriented transition services. Journal for Vocational Special Needs Education, 15(1), 3-7. (Comp. No. 84.158K - OSERS File No. 271)

self-determination / transition planning

The Individuals with Disabilities Education Act of 1990 mandates the provision of outcome-oriented transition services for students with disabilities. To provide students with transition services that enable them to become contributing members of their community, vocational and special educators should focus on the development of abilities and attitudes that, traditionally, have not been viewed as the domain of transition services. One such critical area is self-determination. This article defines self-determination and discusses its role in transition processes and presents survey data supporting the need for such a focus.

72.
Wehmeyer, Michael L. (1993).

Perceptual and psychological factors in career decision-making of adolescents with and without cognitive disabilities. Career Development for Exceptional Individuals, 16(2), 135-146. (Comp. No. 84.158K - OSERS File No. 271)

career development / self-determination / transition planning

The present study examines the perceptual and psychological factors associated with career decision-making for students with and without cognitive disabilities and discusses the results in light of career development, transition planning, and self-determination.

73.
Wehmeyer, Michael; & Berkobien, Richard (1991).

Self-determination and self-advocacy: A case of mistaken identity. TASH Newsletter, 17(7), 4. (Comp. No. 84.158K - OSERS File No. 271)

self-determination / self-advocacy / policy analysis

The authors have observed a trend in the literature to use the terms self-determination and self-advocacy interchangeably. They contend that self-determination and self-advocacy are closely related but not synonymous. They suggest that an acknowledgement and understanding of the differences between the two will provide a framework within which certain limitations to the self-advocacy movement, in its current form, can be addressed.

74.
Wehmeyer, Michael (1992).

Promoting self-determination using the life centered career education curriculum. In Brolin, Donn E., Life centered career education (Pp. 1-16). Reston, VA: The Council for Exceptional Children. (Comp. No. 84.158K - OSERS File No. 271)

self-determination / Life Centered Career Education Curriculum

This article examines self-determination as an educational outcome, exploring educators' roles in the promotion of this outcome.

75.
[Vermont State Department of Education, Special and Compensatory Education] ([1993]).

Employment as a Graduation Goal: Final report. Montpelier, VT: Author. (Comp. No. 84.158N - OSERS File No. 266)

final reports / Vermont / community integration / vocational training

This project was designed to develop, implement, and evaluate a community-based model to ensure that all students with disabilities have the appropriate vocational training and employment prior to graduation, and the supports in place to remain employed over time. This final report provides an overview of the project and discusses project accomplishments and conclusions.

76.
Woolcock, William W. (1993).

Final report: Training and Employment Model Project for Youth with Disabilities. Honolulu: Hawaii University Affiliated Program for Developmental Disabilities, University of Hawaii. (Comp. No. 84.158N - OSERS File No. 265)

Hawaii / final reports / transition planning / vocational training

The Training and Employment Model Project (TEMP) was designed to address the needs of high school students with moderate and severe disabilities in need of effective and efficient transition planning from school to postsecondary work environments. Project goals and objectives were developed

in response to the recognized need for effective transition procedures that involve the cooperative efforts of (a) private sector employment, (b) families of students with disabilities, and (c) human service personnel. Project goals included the development and evaluation of procedures that facilitate both public education and private sector business in the training and employment of high school students with disabilities. Changes in location of project activities led to variances in employment training placements. This final report documents the implementation of the project at the Roosevelt and Kalani sites, discusses how the project as implemented was modified from the original proposal, and provides details on the study population and environment, evaluation activities, dissemination activities, replication and extension, products, and conclusions and recommendations.

77.
Horwath, A.; & Banks, S. (1993).

A family focus [Videocassette]. Honolulu: Hawaii University Affiliated Program for Developmental Disabilities, University of Hawaii. (Comp. No. 84.158N - OSERS File No. 265)

video productions / Hawaii / family involvement

This 15 minute video features staff from the Hawaii UAP (HUAP) and parents of children with disabilities working together at a three-day retreat to identify issues and needs of families. Activities of these focus groups suggested new directions and restructuring for the HUAP and stressed the importance of professionals and parents working together for the mutual benefits of children with disabilities.

78.
Horwath, A.; & Banks, S. (1993).

Working together to employ youth with disabilities [Videocassette]. Honolulu: Hawaii University Affiliated Program for Developmental Disabilities, University of Hawaii. (Comp. No. 84.158N - OSERS File No. 265)

video productions / Hawaii / vocational training

This 16 minute video presents the Roosevelt High School vocational component "in action." Students working at various job sites in Honolulu are featured. Parents and employers are interviewed and offer their perspectives on these students' participation in the program.

79.
Horwath, A.; & Banks, S. (1993).

TEMP/Kailani '93 [Videocassette]. Honolulu: Hawaii University Affiliated Program for Developmental Disabilities, University of Hawaii. (Comp. No. 84.158N - OSERS File No. 265)

video productions / Hawaii / vocational training / natural supports

This five minute video shows the job training partnerships which were established between Hawaii Prince Hotel and a Honolulu bank and the HUAP. Natural supports were implemented using coworkers as mentors in these successful job placements.

80.
Altschul, Peter; Smart, Lana; Michaels, Craig A.; & Park, Ciritta B. (n.d.).

Access to Employment: Improving career placement opportunities for college students with disabilities. Workshop facilitation guide. [Albertson, NY: National Center for Disability Services.] (Comp. No. 84.078C - OSERS File No. 338)

Access to Employment / interagency cooperation / employer involvement

Access to Employment is a three-year research and demonstration project designed to improve employment potential and career options for college students with disabilities by increasing the linkages between students with disabilities, on-campus offices of career services and disability services, state vocational rehabilitation agencies, and industry-based recruiters.

The Access to Employment training component, as demonstrated by this manual, has as its goals the following:

1. To determine strengths and weaknesses of the linkages between relevant constituencies.
2. To develop short- and long-term goals and objectives and establish an action plan in order to improve these linkages.
3. To improve the communication and cohesion between the constituencies.

81.
Michaels, Craig A.; Altschul, Peter; & Smart, Lana (n.d.).

Serving college students with disabilities: Implications for rehabilitation counselor education programs. Unpublished manuscript, National Center for Disability Services, Albertson, NY. (Comp. No. 84.078C - OSERS File No. 338)

Americans with Disabilities Act (ADA) / postsecondary education / rehabilitation counseling / personnel preparation

The Americans with Disabilities Act sets forth the responsibilities of employers to provide equal access to employment for all qualified job applicants with disabilities. However, many employers have said that the real challenge is finding qualified individuals with disabilities for professional and managerial positions. It was hypothesized the colleges and universities would be excellent sources for locating these "qualified" individuals with disabilities. Six national focus groups were conducted to build consensus among relevant constituencies and examine the current and future roles and responsibilities of VR in the process of promoting employment of "qualified" college students with disabilities. Critical issues emerged in six areas:

communication, coordination of responsibilities and service delivery, student internship opportunities, non-traditional job opportunities and career paths, technology, and assessment. VR counselors tend to lack exposure through course work and internship experiences. To enable rehabilitation counselors to work more effectively with a full spectrum of individuals, practicum and internship experiences related to rehabilitation counseling should be provided in a broad range of settings. These opportunities could make the difference between counselors' ability to progress from basic services to greater quality services, ultimately assuring the full integration of individuals with disabilities into the changing business world in line with the "spirit" of the ADA.

82.
Aune, Betty; & Baggett, David (Eds.) (1993).

Career development and employment for college students and graduates with disabilities: An annotated bibliography: 1993 Edition. Minneapolis: Career Connections, Disability Services, University of Minnesota; and Amherst, MA: Project I CAN, Center for Counseling and Academic Development, University of Massachusetts. (Comp. No. 84.078C - OSERS File No. 291 & 305)

literature reviews / Career Connections / Project I CAN / career development

Two OSERS-funded projects collaborated to prepare this annotated bibliography -- Career Connections at the University of Minnesota and Project ICAN at the University of Massachusetts. Their purpose is to provide college and university student services staff with information on the most recent literature in the following categories: career development/preparation; employment/workplace accommodations; follow-up studies; and policy/professional development.

83.
University of Minnesota, Career Connections, Disability Services (1993).

Working Papers - June, 1993 Minneapolis: University of Minnesota, Career Connections, Disability Services. (Comp. No. 84.078C - OSERS File No. 291)

Career Connections / Minnesota / accommodations / program development / postsecondary education

This set of working papers contains the following reports:
1. Aune, B. & Kroeger, S - Career services on college campuses: Are they ready for students with disabilities?
2. Nutter, K. J. & Johnson, D. M. - Making career programs accessible to college students with disabilities.
3. Aase, S. & Maijala, D - Career development: A three course sequence for students with disabilities.

84.
Thompson, Anne R.; Bethea, Leslie; & Satcher, Jamie (n.d.).

Employment guide. Mississippi State, MS: Mississippi State University, Career Development Project. (Comp. No. 84.078C - OSERS File No. 306)

career development / postsecondary education

This manual is a guide for college students with disabilities in their preparation for employment. It is also designed as a guide for counselors who assist students with disabilities to achieve their career goals.

85.
Wehmeyer, Michael L. (1993).

Sounding a certain trumpet: Case management as a catalyst for the empowerment of people with developmental disabilities. Journal of Case Management, 2(1), 14-18. (Comp. No. 84.158K - OSERS File No. 271)

self-determination / developmental disabilities / case management

The Developmental Disabilities Assistance Act of 1987 (P.L. 100-476) conceptualized case management as a process by which to "increase and support the independence, productivity and integration into the community of people with disabilities." There is a call from people experiencing disabilities to meet this mandate by a process of empowerment, enabling them to assume control of and responsibility for issues impacting their daily life. This article examines current outcomes and expectancies pertaining to integration, independence and productivity and suggests an orientation within which individual empowerment and self-determination, and consequently, independence, and integration, are central outcomes.

86.
Harris, Carolyn Demeyer; & McKinney, David D. (1993).

Project *PART*nership: Instructional kit. A model program for encouraging self-determination through access to the arts. Washington, DC: VSA Educational Services. (Comp. No. 84.158K - OSERS File No. 270)

Project *PART*nership / self-determination / fine arts

The Project *PART*nership Instructional Kit is designed for art teachers, special education teachers, parents, administrators, community arts leaders, and other service providers. It outlines procedures for implementation of the Project PARTnership program, and offers strategies and activities for teaching students with disabilities to cultivate some of the self-determination skills they will need to function independently as adults.

87.
James, Ronald K.; Stodden, Robert A.; & Leake, David W. (1993).

The Hawaii Transition Follow-Along Project replication guide. Honolulu: Hawaii University Affiliated Program for Developmental Disabilities, University of Hawaii. (Comp. No. 84.158R - OSERS File No. 206)

replication guide / transition planning / Hawaii / vocational training

This guide was written for the purpose of facilitating replication of the Hawaii Transition follow-Along Project (1988-1992). In general transition refers to change, or the passage from one state of being into another. For the purpose of this guide, however, transition refers to the passage of secondary-aged students with disabilities from school settings into adult environments. The guide assumes the reader has practitioner knowledge of special education and transition service delivery. It contains four modules:
I. Description of the Transition Follow-Along Model
II. Instrumentation
III. Guide to Data Collection
IV. Guide to a Data System for Improving Transition Services and Outcomes
[See Entry Nos. 88-91].

88.
James, Ronald K. (1993).

The Hawaii Transition Follow-Along Project: Replication guide: Module I. Description of the Hawaii Transition Model. Honolulu: Hawaii University Affiliated Program for Developmental Disabilities, University of Hawaii. (Comp. No. 84.158R - OSERS File No. 206)

Hawaii / program development / research analysis

This replication guide presents a methodology that has been used to (a) demonstrate a systematic approach to transition data collection and analysis in Hawaii and (b) conduct research on transition. The data collection and analysis activities were guided by a Transition Follow-Along Model that was constructed as part of the Hawaii Transition Follow-Along Project. The model was designed to specify relevant variables and to posit expected relationships among those variables. The model was developed in concert with Hawaii's Interagency Transition Planning Committee to answer the following broad questions: What characteristics of transition service delivery should be monitored? What data should be collected? How can the data be analyzed and interpreted in ways that facilitate management of the transition service delivery system? The Model was derived from (a) a set of more specific questions about transition and transition outcomes, questions that were framed with input from relevant stakeholders groups (e.g., families, policy-makers, administrators, direct service professionals, and researchers) and (b) synthesis of the published literature on transition.

89.
Leake, David W.; & James, Ronald K. (1993).

The Hawaii Transition Follow-Along Project: Replication guide: Module II. Instrumentation. Honolulu: Hawaii University Affiliated Program for Developmental Disabilities, University of Hawaii. (Comp. No. 84.158R - OSERS File No. 206)

Hawaii / data collection / transition

This module provides samples of the information documents and data collection instruments used in Hawaii's Transition Follow-Along Project. Guidelines on adapting these instruments to meet local needs are provided in Module I.

90.
James, R. K.; Leake, D. W.; Parker, L. & Campbell, R. W. (1993).

The Hawaii Transition Follow-Along Project: Replication guide: Module III. Guide to a data collection: Design, development, implementation, and monitoring. Honolulu: Hawaii University Affiliated Program for Developmental Disabilities, University of Hawaii. (Comp. No. 84.158R - OSERS File No. 206)

Hawaii / data collection / program development

The focus of this module is on data collection. Issues related to data collection extend from the initial model development phase through the implementation and monitoring of the data collection process. Information presented in the Procedural Guide section will address such issues as (1) developing a data collection plan, (2) accessing required information sources, (3) constructing a sample, (4) developing and field-testing instruments, (5) training interviewers and other data collectors, (6) strategies for locating and maintaining contact with school leavers, (7) implementation and monitoring of data collection, and (8) maintaining the data.

91.
James, Ronald K. (1993).

The Hawaii Transition Follow-Along Project: Replication guide: Module IV. Guide to a data system for improving transition services and outcomes. Honolulu: Hawaii University Affiliated Program for Developmental Disabilities, University of Hawaii. (Comp. No. 84.158R - OSERS File No. 206)

Hawaii / data collection / program development

The Hawaii Transition Follow-along Project created a data system that combined dBASE IV database software program with SPSSPC+ statistical software program. The remainder of Module IV is addressed to (1) discussing general principles for data base design, (2) discussing basic features of the dBASE IV

program (3) describing the procedures used by the Hawaii project, and (4) providing guidelines for adapting the data system to individual needs.

92.
James, R. K.; & Leake, D. W. (1991).

Partial validation of a model of transition from school to adult environments. Draft manuscript, Hawaii University Affiliated Program, University of Hawaii at Manoa, Honolulu. (Comp. No. 84.158R - OSERS File No. 206)

outcomes of education / transition planning / data analysis

The purpose of the study was to complete initial tests on an a priori model of transition, using data from a larger, longitudinal study of youths with disabilities. A multiple regression model was used to test predicted relations between 6 predictors (vocational preparation, independent living skills, parent expectations, a measure of social skills, family support, and adult agency support) and two criterion measures for vocational adjustment of youths with disabilities (employment and postsecondary education). Tests for the effects of gender, family income, and severity were also completed, resulting in the addition of those three variables to the array of predictors. Vocational preparation, independent living skills, and gender explained significance variance in the employment of 144 school leavers. Parent expectations, severity, and independent living skills explained a very substantial proportion of variance of postsecondary education.

93.
Levinson, Edward M. (1993).

Transdisciplinary vocational assessment: Issues in school-based programs. Brandon, VT: Clinical Psychology Publishing Co., Inc.

vocational evaluation / program implementation / interagency cooperation

This book on vocational assessment is written from an educational and psychological perspective and is designed primarily for educational personnel. It includes a description of program models appropriate for implementation within school settings. Consistent with current trends in the field and with current legislative mandates, this text focuses upon cooperation among a variety of school-based professionals including teachers (special, vocational, and regular), counselors, psychologists, and administrators; incorporates the roles of community-based professionals and parents; and offers practical, time- and cost-effective methods for establishing and implementing vocational assessment programs within school-based settings. The book advocates a "transdisciplinary" model, which includes not only education personnel but also professionals in mental health, vocational rehabilitation, and social service agencies.

94.
Oakton Community College, Career Orientation and Options Program (1993).

Access to employment [Videocassette]. Des Plaines, IL: Oakton Community College. (Comp. No. 84.078C - OSERS File No. 337)

video productions / Illinois / postsecondary education / Career Orientation and Options Program

This nine-minute video highlights the Career Orientation and Options program at Oakton Community College. The CO-OP program serves students with learning disabilities who are in need of acquiring the appropriate skills and accommodations for business and job opportunities.

95.
University of Illinois, Department of Journalism (1994).

Access to life: Perspectives on the Americans with Disabilities Act [Videocassette]. Urbana: University of Illinois.

video productions / Americans with Disabilities Act (ADA)

This 25 minute educational video focuses on the spirit of the Americans with Disabilities Act (ADA). It presents people and places around the Champaign-Urbana, Illinois community and how they are affected by this new law. Aspects of the ADA are explained, but the message is that the ADA is about people's abilities, the promise for something better, and reasonable accommodations.

96.
Project CHOICES (1991).

"CHOICES" [Videocassette]. Evanston, IL: Comforty Mediaconcepts, Producer.

video productions / inclusion / Project CHOICES / Illinois

The purpose of this 28-minute video is promotion of integration and inclusion as progressive programs that aim to benefit all children and society at large. The video functions as a generator of ideas, a springboard for discussion, a glimpse at the profound enthusiasm the program has inspired in those who are familiar with Project CHOICES, and a source of inspiration for those new to the program.

97.
National Easter Seal Society (1993).

Making a difference: A wise approach [Videocassette]. Chicago, IL: National Easter Seal Society.

video productions / Americans with Disabilities Act (ADA) / physical disabilities

This 17-minute video tells the story of Virgil, who came to terms with his physical disability by becoming a positive, active force in his community. His message of getting involved and making a difference is interwoven with the opportunities the Americans with Disabilities Act has created. The target audience of this video is anyone interested in learning about the ADA.

98.
Nietupski, John A.; & Chappelle, Sandra A. (Eds.) ([1992]).

A Dispersed Heterogeneous Placement Supported Employment Model: An innovative alternative for transitioning students with mental retardation from school to work. Year 2 report. Iowa City, IA: Iowa University Affiliated Program. (Comp. No. 84.158N - OSERS File No. 262)

Dispersed Heterogeneous Placement (DHP) Supported Employment Model / Iowa / supported employment

The Dispersed Heterogeneous Placement (DHP) supported employment project completed its second year in July, 1992. This report summarizes the DHP project outcomes over the period of July, 1991-May, 1992. The DHP supported employment model involves dispersal of three to five consumers across several departments/areas in a larger business or across several businesses in close proximity. The DHP project has placed 37 individuals in the past two years, 24 of whom were in six DHP sites. The businesses have primarily offered non-traditional job opportunities in leading community firms. While there have been successes, the retention rate has been lower than anticipated or desired. Strategies for improving the success rate have been identified and suggested for future implementation. Conditions under which DHP sites might prove more feasible have been preliminarily offered. The results obtained through the third project year should provide further information regarding the viability of the DHP supported employment model.

99.
World Institute on Disability (1992).

Just like everyone else: The changing image of disability. Spotlight on the independent living movement and the Americans with Disabilities Act. Oakland, CA: World Institute on Disability.

independent living / Americans with Disabilities Act (ADA)

This oversize-format publication, intended for a general audience, focuses on different aspects of the independent living movement and the Americans with Disabilities Act. Short features include presentations on the changing image of disability, the independent living movement, independent living centers, public policy, legislation, and the ADA.

100.
World Interdependence Fund (1992).

Discover interdependence [Videocassette]. Sacramento, CA: World Interdependence Fund.

video productions / cultural diversity / inclusion

This 48-minute video demonstrates the "power" of inclusion in the lives of 100 multicultural U.S. students. It demonstrates the impact of youths, with and without disabilities, learning and working together to promote mutual respect, career development, and the understanding needed to promote social justice.

101.
TeleSensory Corporation (1992).

Workplace of the '90s [Videocassette]. Mountain View, CA: Telesensory Corporation.

video productions / adaptive technology

This 11 minute video is produced by TeleSensory, a producer of adaptive equipment. This video illustrates the value of having men and women with disabilities in the workforce. It includes an interview with six visually impaired people using a range of skills and adaptive equipment.

102.
Council for Exceptional Children (1994).

Issues in the reauthorization of IDEA [plus addendum]. Reston, VA: Council for Exceptional Children, Department of Public Policy.

Individuals with Disabilities Education Act (IDEA) / policy analysis / Council for Exception Children

This document is a discussion of the issues relevant to the reauthorization of the Individuals with Disabilities Education Act (IDEA), specifically on issues related to Parts A and B of the IDEA. It has been prepared to focus and, thereby, facilitate the national dialogue and to facilitate further input from the units of CEC.

103.
Burnette, Jane (1990).

Assistive technology design in special education (Issue Brief 2). Reston, VA: The Council for Exceptional Children, ERIC/OSEP Special Project on Interagency Information Dissemination, ERIC Clearinghouse on Handicapped and Gifted Children.

assistive technology / special education / model programs

This issue brief discusses some of the principles, issues, and design features of assistive technology discovered or used by the OSEP projects funded to date and illustrates these principles with examples from the projects themselves. After a brief discussion of technology transfer, the information is presented according to three major stages in assistive technology development: designing to fit user needs; prototype development, 118.testing, and evaluation; and distribution. The projects described in this issue brief rely on the transfer of technologies to special education applications.

104.
Johnson, Janis (1988).

Learning disabilities academic support group manual. Minneapolis: University of Minnesota, LD Transition Project. (Comp. No. 84.078C - OSERS File No. 117)

LD Transition Project / Minnesota / learning disabilities / postsecondary education

This manual outlines a practical approach for addressing a variety of issues that learning disabled (LD) students confront in a postsecondary setting. It is written for professionals who are in the process of designing a group curriculum to meet the needs of this population, or redesigning existing group structures. The manual is intended for use by counselors, learning disabilities specialists, and special needs staff in postsecondary settings. The group model which is outlined in the manual is not intended to be a therapy group nor a tutorial for individual students needs. Rather, the manual describes a topic-centered group in a format that facilitates the development of specific study strategies and interpersonal skills. Acquisition of these skills will enable LD students to become more independent and confident adults.

105.
Protection and Advocacy System (1994).

Self-Determination: The Road to Personal Freedom. Final report. Albuquerque: Author. (Comp. No. 84.158K - OSERS File No. 274)

final reports / New Mexico / self-determination

Protection and Advocacy System was awarded a three-year Self-Determination grant from the Office of Special Education and Rehabilitation Services in the fall of 1990. The goals of the project were to research the skills and characteristics that lead a person to become self-determined, to develop and field test a curriculum to teach self-determination skills to high school students with disabilities in low income minority areas, and to provide concept-related parent education. This final report provides an overview of project activities, the

self-determination curriculum, the students and instructors who participated in the project, project problems regarding limited family participation, project evaluation, and the dissemination of project materials. Appendixes include:
A. The Self-Determination Curriculum
B. Barriers
C. Case Study
Among the products generated by the project, in addition to the curriculum (Entry No. 106) are: a video presentation (Entry No. 107), a report on skills and characteristics needed for self-determination (Entry No. 108), and an article on self-determination and cultural relevancy (Entry No. 109).

106.
Martin, Leslie; & Ludi, Dale Carter (n.d.).

Self-determination: The road to personal freedom teaching manual. Albuquerque: Protection and Advocacy System. (Comp. No. 84.158K - OSERS File No. 274)

curriculum / self-determination / New Mexico

This self-determination teaching manual contains teaching strategies appropriate for middle, junior, and senior high school students with disabilities. Units of this curriculum include: individual styles of communication, disabilities and accommodations, fostering interdependence, rights and responsibilities, and planning for the future.

107.
Protection and Advocacy System (n.d.).

Self determination: The road. Units I & II [Videocassette]. Albuquerque: Protection and Advocacy System. (Comp. No. 84.158K - OSERS File No. 274)

video productions / self-determination / New Mexico

This 28-minute video on self-determination presents several short skits, in educational settings, with adolescent actors, concerning various topics, such as self-determination, cooperative learning, communication manners, different perceptions, teasing and put downs, and listening. Several of the skits provide more than one scenario for how a social situation may be handled.

108.
Case, Betsy (1993).

Final Report: Identification of the skills and characteristics necessary for self-determination. Albuquerque: Protection and Advocacy System. (Comp. No. 84.158K - OSERS File No. 274)

self-determination / research synthesis / New Mexico / case studies

A major goal of the project, Self-Determination: The Road to Personal Freedom, was to identify the skills and characteristics necessary to self-determination. This paper summarizes the research steps taken to achieve that goal and the research findings.

109.
MacGugan, Kirk (1991).

Self-determination and cultural relevancy. [Manuscript, Protection and Advocacy System, Albuquerque, New Mexico.] (Comp. No. 84.158K - OSERS File No. 274)

self-determination / cultural diversity / New Mexico

This short paper addresses the importance of understanding the expression of self-determination within cultural contexts that may have different values than the surrounding and all-influencing dominant culture.

110.
McClennen, Sandra E. (1991).

Cognitive skills for community living: Teaching students with moderate to severe disabilities. Austin, TX: PRO-ED, Inc.

cognitive skills / community integration / curriculum and instruction

Teachers of students with moderate or severe disabilities who want their students to be prepared for adult life when they leave school must understand cognitive development and develop competence in teaching cognitive skills. This book is written for preservice and in-service teachers who want to improve their teaching ability, and who want specific information, not generalities, about how to teach particular skills, tasks, and activities.

111.
Brigance, Albert H.; & Hargis, Charles H. (1993).

Educational assessment: Insuring that all students succeed in school. Springfield, IL: Charles C. Thomas, Publisher.

assessment techniques / student achievement

This book focuses on the issue of success and its maintenance. The authors' premise is that the instrument for attaining success is to be found in the methods of assessment, which are in the hands of teachers. These methods, they suggest, are simple and related to curriculum and instruction.

112.
Duran, Elva (1992).

Vocational training and employment of the moderately and severely handicapped and autistic adolescent with particular emphasis to bilingual special education. Springfield, IL: Charles C. Thomas, Publisher.

vocational training / autism / bilingual special education / program development

This book explains how bilingual methods can be used with students with severe handicaps who are limited English proficient to organize vocational training programs in the classroom.

113.
Arnold, Mit (1992).

Supported employment for persons with developmental disabilities. Springfield, IL: Charles C. Thomas, Publishers.

program development / supported employment

The purpose of this text is to provide students, teachers, agency personnel, families and consumers with an introduction to established principles and basic practices in the area of supported employment for individuals with developmental disabilities.

114.
Welch, Olga M. (Ed.) (1993).

Research and practice in deafness: Issues and questions in education, psychology, and vocational service provision. Springfield, IL: Charles C. Thomas, Publisher.

deafness / policy analysis

This book examines questions related to education, psychology, adult literacy, transition, and programming for low functioning and incarcerated youth who are deaf and hearing-impaired.

115.
U.S. Equal Employment Opportunity Commission; & U.S. Department of Justice (1992).

Americans with Disabilities Act handbook (EEOC-BK-19). Washington, DC: U.S. Government Printing Office.

Americans with Disabilities Act (ADA) / guidebook

This ADA Handbook represents one part of the overall effort by the Equal Employment Opportunity Commission (EEOC) and the Department of Justice (DOJ) to provide information and assistance on the ADA to people with disabilities, businesses, and the affected public. It is intended to serve as a basic resource document on the ADA.

116.
Bradley, Valerie J.; Ashbaugh, John W.; & Blaney, Bruce C. (Eds.) (1994).

Creating individual supports for people with developmental disabilities: A mandate for change at many levels. Baltimore: Paul H. Brookes Publishing Co.

natural supports / inclusion / systems change / case studies / program development

This book describes the steps for implementing effective individualized supports strategies. Beginning with an overview of the supports paradigm, this book examines the need for fundamental changes in current service design. Chapters offer insights into creating community supports at the regional, state local, agency, and individual levels. The book demonstrated how services can be reframed based on expanded partnerships with people with disabilities and families, and the use of more individualized and participatory planning process. In-depth case studies on successful transformations throughout the U.S. provide the state-of-the art strategies and practical advice needed to respond effectively to this fundamental change in service delivery.

117.
American Association for the Advancement of Science, Directorate for Education and Human Resources Programs, Project on Science, Technology and Disability (1993).

The problem solvers: People with disabilities in engineering careers [Videocassette, with video guide]. Pittsburgh: The Video Difference, Inc.

assistive technology / attitudes / self-advocacy / invisible disabilities / Americans with Disabilities (ACT) / career choices

The Problem Solvers is a 26-minute documentary video about people with disabilities (engineering students and professionals). They study and work in various fields of engineering, including electrical, civil, chemical, electronic, environmental, mechanical, materials science, and computer science. Disabilities include blindness, deafness, learning disabilities, or mobility impairments. As students and practicing engineers, their work focuses on problem-solving. As individuals with disabilities, each has developed his or her own unique approach in solving their problems of the academic and professional environments. Their challenges include physical barriers, communication difficulties, and attitudinal roadblocks.

118.
Conti, Robert V.; & Jenkins-Odorisio, Cynthia (Eds.) (1993).

Proceedings of the Annual Pittsburgh Employment Conference for Augmented Communications (PEC@ '93), August 20-22, 1993, Pittsburgh, PA. Pittsburgh: SHOUT Press.

augmentative communication

The purpose of PEC@ is to focus on individuals wishing to publish their explorations, knowledge, and adventures in employment to the augmentative communication community. The expectation of conference organizers was to contribute a focus and some synergy to help lead the field of augmentative communication forward in its understanding of employment issues.

119.
Cronin, Mary E.; & Patton, James R. (1993).

Life skills instruction for all students with special needs: A practical guide for integrating real-life content into the curriculum. Austin, TX: PRO-ED, Inc.

independent living / program development

This guide is an aid for developing locally referenced and culturally responsive programs on teaching life skills to students with special needs. The guide provides procedures and suggestions for covering life skills topics in which students with special needs must display competence to successfully deal with adulthood. The conceptual framework of the guide derives from a realistic appraisal of likely subsequent environments for students and applying a top-down process to curriculum development.

120.
Brinckerhoff, Loring C.; Shaw, Stan F.; & McGuire, Joan M. (1993).

Promoting postsecondary education for students with learning disabilities: A handbook for practitioners. Austin, TX: PRO-ED, Inc.

learning disabilities / postsecondary education / program development

This book was developed to enhance the ability of postsecondary personnel to move from a baseline of service delivery to state-of-the-art efforts based on research, current interpretation of legislative intent, and recent litigation.

121.
Van Reusen, Anthony K.; & Bos, Candace S. (1994).

Facilitating student participation in individualized education programs through motivation strategy instruction. Exceptional Children, 60(5), 466-475.

individualized education programs (IEP) / learning disabilities / self-determination

Public Law 101-467, the Individuals with Disabilities Education Act of 1990, specifies that students with disabilities, especially secondary-level students, should have an opportunity to participate in IEP conferences. This study investigated the effectiveness of strategy instruction designed to foster students' active participation in IEP conferences. High school students with learning disabilities and their parents participated in either strategy instruction or an orientation lecture/discussion. Results indicate that strategy-instructed students identified more goals and communicated more effectively during their conferences than did the contrast students.

122.
Szymanski, Edna Mora (1994).

Transition: Life-span and life-space considerations for empowerment. Exceptional Children, 60(5), 402-410.

self-determination / transition planning

Transition is a process that should empower students, families, and communities. This article integrates literature from counseling, rehabilitation, multicultural education, and special education to explain the importance of life-span considerations, including a focus on preschool and early school years, and the importance of the life-space factors of family, culture, and community. Principles of intervention for empowerment promote transition interventions that are maximally under the control of the student, promote independence and autonomy, are least intrusive, and are most natural for the chosen environment.

123.
Smith, Marcia Datlow; Belcher, Ronald G.; Juhrs, Patricia D.; & Nabors, Karla (1994).

Where people with autism work. Journal of Vocational Rehabilitation, 4(1), 10-17.

autism / supported employment / job retention

This article examines where supported employees with autism have worked over a 12-year period. The employment histories of 70 individuals with autism who were enrolled in either a supported employment program or community-based

educational program were examined. The supported employees with autism held a total of 382 jobs at 128 companies. Companies employing workers with autism tended to be private for-profit businesses, most of which were incorporated and had relatively few employees. Nature of company business and job titles varied considerably. Most supported employees worked in close proximity to relatively few coworkers, earned >$4.00 per hour, worked >20 hours per week, and, on the average, were employed for ≥ 6 months. Results indicate that, with support, workers with autism can retain employment in a variety of integrated settings. Implications for job development are discussed.

124.
Lavigna, Gary W.; Shaull, Julia F.; Feheley, Diane; & Willis, Thomas J. (1994).

Managing for quality: The Program Status Report. Journal of Vocational Rehabilitation, 4(1), 18-28.

autism / supported employment / Program Status Report (PSR)

The Program Status Report (PSR) is presented as a quality control tool for managing a supported employment program. A PSR consists of a set of operationalized standards for consumer program implementation against which actual programming is measured during an on-site spot check by program managers. Feedback is then quantified into a percentage score. The PSR is used on an ongoing, proactive basis, with checks occurring at least monthly. Guidelines for developing and using a PSR as well as rationale and philosophy are outlined. The PSR has been used successfully in the authors' supported agency for >7 years. Data on consumers with autism compared with all program participants are presented for job tenure, earnings, program separation, employment rate, staff-to-client ratio, and behavior assessment. Consumers with autism surpass the mean in program and job tenure.

125.
Ponthieu, Louis D.; Jones, Stephen C.; Williamson, Celia; & Beaird, Connie L. (1994).

Management response to disruptive behaviors by employees with developmental disabilities: A review and empirical study. Journal of Vocational Rehabilitation, 4(1), 37-51.

social skills / employer involvement / job retention

This report describes the reaction of private-sector supervisors to disruptive behaviors by employees with developmental disabilities. Relationships between perceived severity, target of behavior, and disciplinary action were explored. The supervisors demonstrated high levels of tolerance for disruptive behaviors by employees with developmental disabilities. No significant difference was found between supervisory experience with such behaviors and discipline recommended.

126.
Smith, Marcia Datlow (1994).

Increasing work productivity of employees disabled by autism. Journal of Vocational Rehabilitation, 4(1), 60-65.

autism / behavior modification / supported employment

The production rates of two adults severely disabled by autism who worked in competitive supported employment were increased significantly by differential reinforcement of high rates of behavior (DRH schedule). The DRH schedules of reinforcement were implemented directly on the job by trained job coaches. The participants were given positive reinforcers for working quickly and increasing previous levels of productivity. Target behaviors increased above the participants' baseline levels, and, in one case, these levels were equal to those of nonhandicapped coworkers. One of the men has maintained his same job for 12 years. This study demonstrates the feasibility of achieving increases in productivity in adults disabled by autism, despite the presence of mental retardation and serious communication and behavioral problems.

127.
Sullivan, Ruth C. (1994).

Autism: Definitions past and present. Journal of Vocational Rehabilitation, 4(1), 4-9.

autism / research analysis

The definition of autism has broadened significantly since Leo Kanner first wrote about it in 1943, but the basic characteristics of the syndrome are as valid today as then. This article describes this rare and severe disorder and, by anecdotes, its manifestation in real-life individuals with autism as well as its impact on their families.

128.
Belcher, Ronald G.; & Smith, Marcia Datlow (1994).

Coworker attitudes toward employees with autism. Journal of Vocational Rehabilitation, 4(1), 29-36.

autism / coworker attitudes

The purpose of this study was to examine coworker attitudes toward employees with autism. Coworker attitudes were surveyed at companies that employed workers with autism. Differences in attitudes were examined as a function of presence of behavior problems, presence of moderate or more severe mental retardation, and amount of contact between nondisabled employees and employees with autism. Results indicate that employees have favorable attitudes toward coworkers with autism, and attitudes are not negatively affected by the presence of behavior problems or low levels of cognitive

functioning. Additionally, there is a positive correlation between years of contact and coworker attitude.

129.
Smith, Marcia Datlow; & Belcher, Ronald G. (1994).

Factors influencing integration of employees with autism. Journal of Vocational Rehabilitation, 4(1), 52-59.

autism / vocational integration

This investigation examined the integration of employees with autism in their jobs as a function of history and cognitive and behavioral functioning. The level of integration was assessed for 59 individuals with autism who worked at 36 different companies. Results indicate that integration is enhanced when workers are employed or in the program for longer periods of time. Integration is diminished by low levels of cognitive functioning and language skills and by bizarre verbalizations. Aggression, self-injury, property destruction, and history of institutionalization did not appear to impinge on integration. Implications are that workers with autism need extended period of employment and treatment to attain integration, and social skills training and specific job coach training may be necessary to enhance integration.

130.
Morgan, David L. (Ed.) (1993).

Successful focus groups: Advancing the state of the art. Newbury Park, CA: SAGE Publications.

focus groups / qualitative research

Book chapters cover the basic principles of when and how to use focus groups, the applicability of focus group interviews to survey research and other methods, general issues in the use of focus groups, the specific problems of focus groups with different populations or settings, and an agenda for future development of the method.

131.
Thomas, Teresa Donaldson; Thomas, Glenn; & Joiner, James G. (1993).

Issues in the vocational rehabilitation of persons with serious and persistent mental illness: A national survey of counselor insights. Psychosocial Rehabilitation Journal, 16(4), 129-134.

vocational rehabilitation / psychiatric disabilities

Persons handicapped by serious and persistent mental illness present unique challenges to themselves and those who serve them in the vocational

rehabilitation process. Through a survey and personal interviews, counselors from around the country related their practices, insights, and challenges in their efforts to secure employment and provide vocational stability to this client population.

132.
McGrew, Kevin S.; Bruininks, Robert H.; & Thurlow, Martha L. (1992).

Relationship between measures of adaptive functioning and community adjustment for adults with mental retardation. Exceptional Children, 58(6), 517-529.

mental retardation / community integration / program development

This study investigated the concurrent relations between measures of adaptive/maladaptive behavior and community adjustment in a sample of 239 adults with mild to severe degrees of mental retardation. Using canonical correlation procedures and multidimensional community adjustment measures, the investigators found significant relations between the measures of behavior and several community adjustment dimensions. The results provided evidence for the criterion-related validity of measures of adaptive/maladaptive behavior and suggested that such skills provide an important contribution to community adaptation and to program planning and decision making for individuals with mental retardation.

133.
Mank, David; Buckley, Jay; Green, J. Howard; VanCovern, Deborah L.; & Revell, W. Grant (1992).

Technical assistance on a national scale: Efforts to improve and expand supported employment. Journal of Vocational Rehabilitation, 2(4), 35-44.

supported employment / technical assistance / program development

The national initiative for supported employment has used a number of systems change strategies to increase the availability of integrated employment with long-term support for people with severe disabilities. Technical assistance is one strategy for promoting change that has been used within states and on a national scale. This article discusses the role of technical assistance within the larger context of promoting systems change. Features that contribute to valued technical assistance are discussed in five areas. In addition, this article defines a process for planning, providing, and evaluating technical assistance. Issues about the role of technical assistance projects are discussed in terms of principles of quality improvement and the difficulty of assessing the true impact of technical assistance.

134.
Mank, David; Oorthuys, John; Rhodes, Larry; Sandow, Dennis; & Weyer, Tim (1992).

Accommodating workers with mental disabilities. Training & Development, 46(1), 49-52.

coworker involvement / vocational training

The purpose of the study was to determine the ability of employees to train severely disabled workers after a two-day seminar on training techniques. The study was conducted at NEC America's Oregon plant. The employees were organized into five teams, each consisting of an employee/trainer and an employee with mental disabilities. One team dropped out of the study for personal reasons. All four of the other employees who learned the training skills became more efficient trainers after the two-day seminar, as indicated by the increased ability of the disabled employees to do the jobs covered in training.

The NEC study produced two other results. First, the workers with disabilities required less help from the employee/trainers as the workers learned the tasks. This indicates that the employee/trainers were using important techniques to reduce dependence on themselves as trainers.

The second result occurred in the weeks after the training. All but one of the employee/trainers reported using the new training skills daily on the job. All perceived an increase in their ability to train any employee as a result of the seminar.

135.
Van Reusen, Anthony K.; & Bos, Candace S. (1990).

I PLAN: Helping students communicate in planning conferences. Teaching Exceptional Children, 22(4), 30-32.

I PLAN program / individualized education program (IEP) / self-determination

The education planning strategy is designed to be taught by special education teachers, regular classroom teachers, counselors, or other professionals who are involved in educating youth with disabilities or other adolescents who could profit from such a strategy. Students learn to use the following five-step strategy, which focuses on effective planning and communication:
I - inventory strengths, weaknesses needing improvement, goals, interests, and choices for learning
P - provide inventory information
L - listen and respond
A - ask questions
N - name goals
Mastery of this strategy provides students with the tools to participate actively in their own IEP conferences.

136.
Phillips, Patricia (1990).

A self-advocacy plan for high school students with learning disabilities: A comparative case study analysis of students', teachers', and parents' perceptions of program effects. Journal of Learning Disabilities, 23(8), 466-471.

self-advocacy / learning disabilities / secondary education

This qualitative study examined immediate perceived effects of a self-advocacy plan for students with learning disabilities (LD) in a 4-year comprehensive high school. The study's design was based on information-processing theory and qualitative research techniques, such as participant/observation and interviews. Subjects were 15 ninth- and tenth-grade students with LD, their parents, and their resource teachers. Participants responded to standardized open-ended interview questions upon completing the first step of the Self-Advocacy Plan. The study suggests that the Self-Advocacy Plan is an effective program increasing students' awareness of the vocational and academic services they qualify for, clarifying their perceptions of their roles as learners and individuals with LD, increasing their understanding of LD as a condition that has certain general characteristics, and developing their awareness of career and educational opportunities. The study provides suggestions for future self-advocacy research and for special educators who wish to design programs for students with LD incorporating the concepts of psychosocial development of the individual, information-processing theory, and self-advocacy.

137.
Vaughn, Sharon; Bos, Candace S.; Harrell, Jan E.; & Lasky, Beth A. (1988).

Parent participation in the initial placement/IEP conference ten years after mandated involvement. Journal of Learning Disabilities, 21(2), 82-89.

parent involvement / individual education plan (IEP)

This study investigated parents' participation in and perceptions of the conference on initial placement and the Individual Education Plan (IEP) and their knowledge regarding the decisions made during the conference. Twenty-six conferences were observed for children referred for possible learning disabilities. Observational data included the time parents spent asking questions, commenting, and responding to other team members. The number of parental questions and responses was also recorded. Immediately following the conference, parents participated in a structured interview. Observational data suggest that the majority of parents asked few questions and responded little during the conferences. However, interview data indicated that for the most part parents were satisfied with the conferences and had no further questions. Results are discussed relative to the intent of P.L. 94-142 and research on the IEP conference that was conducted soon after enactment of the law. A retrospective look at the law that mandated parent involvement and implications for future are presented.

138.
Weiner, Howard R. (1993).

Multi-function needs assessment: The development of a functional assessment instrument. Psychosocial Rehabilitation Journal, 16(4), 51-61.

assessment techniques / psychiatric disabilities

The Multi-Function Needs Assessment instrument (MFNA) was used to assess the level of functioning, in three annual data collections, of patients with severe and persistent mental illness in an inpatient psychosocial rehabilitation program. It was found that the MFNA could differentiate between categories of patients based on their functional abilities. Complex behaviors, such as independent living skills, were more discriminating of overall functioning than were relatively simple behaviors. Evidence supporting the reliability and validity of the MFNA is presented. The MFNA appears to have the potential for utility in individual assessment as well as on a systems level.

139.
Christopher, Jeanette Smith; Nangle, Douglas W.; & Hansen, David J. (1993).

Social-skills interventions with adolescents: Current issues and procedures. Behavior Modification, 17(3), 314-338.

social skills / literature reviews

During adolescence, the interpersonal interactions and behaviors necessary for successful social functioning become increasingly complex. In recent years, social-skills training with adolescents has made a variety of advances beyond basic skill acquisition toward techniques designed to promote generalization and maintenance of an effective interpersonal repertoire. This article reviews relevant empirical literature for current issues and procedures in social-skills training with adolescents, including use of social-skills interventions for a variety of adolescent populations and problems, use of innovative and promising intervention procedures, and issues regarding generalization and social validity of intervention procedures.

140.
National Association of State Boards of Education, NASBE Study Group on Special Education (1992).

Winners all: A call for inclusive schools. Alexandria, VA: Author.

inclusion / policy analysis / education reform

The Study Group on Special Education, made up of seventeen state board of education members, was appointed in fall 1990 by then NASBE President Walter Esdaile for a two-year study of the state of special education, particularly in light of the education reform movement. This report represents the study

group's work and their major recommendations to fellow board members, to other policymakers at the local, state, and federal levels, to practitioners, and to parents.

141.
Kohler, Paula D.; & Rusch, Frank R. (1994).

Employment of youths with disabilities: Outcomes, activities, and indicators. Champaign: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

outcomes of education / employment / policy analysis

Passage of the Individuals with Disabilities Education Act Amendments of 1990 marked a new area of accountability in secondary special education and transition-related services. To achieve the full intent of this legislation, the field must identify those activities that result in positive outcomes, and develop appropriate programming accordingly.

The four articles comprising this monograph introduce new knowledge about employment outcomes that has emerged over a relatively short period of time. Beyond their immediate impact on educational agencies and other service providers, the findings and specific recommendations presented in this monograph have far-reaching implications also for personnel training and teacher certification, school restructuring, and future research. The articles are:

1. Promoting employment for youths in transition: Outcomes, activities, and indicators (Kohler & Rusch)
2. An analysis of OSERS'-sponsored secondary education and transitional services research (Rusch, Kohler, & Hughes)
3. Employment outcomes and activities for youths in transition (Rusch, Enchelmaier, & Kohler)
4. School-to-work transition: Identification of employment-related outcome and activity indicators (Kohler & Rusch)

142.
Dais, Teresa; Meier-Kronick, Nancy; Luft, Pamela; & Rusch, Frank R. (1993).

Selected readings in transition: Cultural differences, chronic illness, and job matching (Vol. 2). Champaign: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

cultural diversity / chronic illness / job matching / transition planning

The four readings in this monograph offer views of transition from different perspectives. These papers are:

1. An analysis of transition assessment practices: Do they recognize cultural differences? (T. A. Dais)
2. Culture-specific variables that may affect employment outcomes for Mexican-American youth with disabilities (N. Meier-Kronick)

3. Moving out into the world: Transitions from adolescence to adulthood for students with chronic illness and other disabilities (P. Luft & F. R. Rusch)
4. Job matching in supported employment: Variables related to transitional planning for students with moderate and severe disabilities (S. S. Rubin).

143.
Lehmkuhl, L. Don (1993).

Introduction to the RSA regional brain injury centers. American Rehabilitation, 19(2), 2-5.

RSA regional brain injury centers / traumatic brain injury (TBI)

This short article documents the recommendations of the Interagency Head Injury Task Force for improving the availability and quality of services for people with brain injury and their families. The task force identified the gaps in research, training, and service delivery, and recommended solutions in meeting the needs of persons with TBI. These recommendations led to the establishment of regional brain injury centers in different regions of the U.S.

144.
Sells, Julie A. (1993).

Maximizing the continuum of care through prevention. American Rehabilitation, 19(2), 6-11.

traumatic brain injury (TBI) / prevention / program planning

Traumatic brain injury (TBI) is one of the most serious and costly of all injuries. Study of injury has shown that there are patterns of common variables and risk factors associated with injury and that most injuries are predictable and preventable. The article discusses the costs of TBI, the challenge of meeting the needs of persons who sustain this injury, injury control efforts, injury classification, injury prevention strategies, and developing an injury prevention program. Each of the RSA Regional Head Injury Centers in the U.S. have developed plans and prioritized their activities to facilitate reduction of brain injuries effectively in their own regions.

145.
Reynolds, William E. (1993).

Traumatic brain injury: A public policy analysis from a state perspective. American Rehabilitation, 19(2), 12-19.

policy analysis / traumatic brain injury (TBI)

This paper is an overview of the evolution of public policy regarding TBI in New York from the perspective of a key participant in the development and implementation of that policy.

146.
Sisk, Cynthia A. (1993).

Promoting self-direction: Consumer involvement in regional RSA brain injury centers. American Rehabilitation, 19(2), 20-23.

traumatic brain injury (TBI) /self-advocacy

Involving individuals with traumatic brain injury and their families in the RSA regional centers network promotes consumer self-direction. This article describes efforts made by each of the regional RSA brain injury centers to increase consumer involvement and facilitate self-direction.

147.
Gordon, Wayne A. (1993).

A model systems approach to the rehabilitation of people with traumatic brain injury. American Rehabilitation, 19(2), 24-28.

traumatic brain injury (TBI) / rehabilitation

This paper describes the basic components of a model system of care for people with traumatic brain injury (TBI). These components include: emergency medical services, acute medical care, comprehensive inpatient rehabilitation, outpatient rehabilitation, and injury prevention.

148.
Handler, Barbara; & Mikrut, Sharon L. (1993).

Vocational rehabilitation following traumatic brain injury. American Rehabilitation, 19(2), 29-32.

vocational rehabilitation / traumatic brain injury (TBI)

Assisting people with traumatic brain injury (TBI) to engage in work or other productive activities is a major challenge confronting the vocational rehabilitation system. This paper describes the vocational rehabilitation approach taken by each of the six RSA Traumatic Brain Injury Regional Centers.

149.
Young, Mary Ellen; & Lehmkuhl, L. Don (1993).

Outreach from the regional centers to improve services for brain injury survivors in the community. American Rehabilitation, 19(2), 33-38.

RSA regional head injury centers / traumatic brain injury (TBI)

Outreach in the Rehabilitation Services Administration's (RSA) Regional Head Injury Centers is defined as the process of reaching out to others to reduce the human and economic consequences of traumatic brain injury (TBI). This paper describes the outreach activities undertaken by each of the regional brain injury centers.

150.
Mikrut, Sharon L. (1993).

RSA regional head injury centers: A resource list. American Rehabilitation, 19(2), 39-47.

traumatic brain injury (TBI) / RSA regional head injury centers

This paper lists the six regional head injury centers and the various types of resources they have developed.

151.
MacMillan, Donald L. (1991).

Hidden youth: Dropouts from special education. Reston, VA: Council for Exceptional Children.

dropouts / special education

This book addresses the difficulties of comparing and drawing meaning from dropout data prepared by different agencies and examines the characteristics of students and schools that place students at risk for leaving school prematurely.

152.
Dowling, Jane (1986).

Developing the final evaluation report (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

final reports / model demonstration programs / dissemination series articles

The purpose of this working paper is to provide guidelines for the generation of final performance reports for federally funded special education programs. The final report serves two purposes:
1. to provide information related to the degree of success and viability of the project; and
2. to provide information to maximize the possibility of success and viability in the replication of the project.

153.
Schalock, Robert L. (1987).

An ecological assessment-placement model based on person-environmental analysis (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

assessment techniques / transition planning / program development / dissemination series articles

This paper outlines three techniques for developing and implementing special education programs and assisting the individual transition process: skill development strategies, prosthetic utilization, and environmental modification. These techniques are presented within the context of an ecobehavioral assessment-educational model that focuses on the interface between students and their learning-living environments.

154.
Dowling, Jane (1987).

Developing a project management plan using program evaluation and review technique (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

Program Evaluation and Review Technique (PERT) / program evaluation / dissemination series articles

The purpose of this paper is to present general guidelines for the use of the Program Evaluation and Review Technique (PERT) as an approach to developing an evaluation management plan. PERT is a methodology for planning many diverse activities and is useful in either small or large projects. A network is the foundation of the PERT system. A graphic representation of project tasks enables managers to see what it will take to reach project goals and objectives.

155.
Worthen, Blaine R.; & Sanders, James R. (1984).

Content specialization and educational evaluation: A necessary marriage? (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / personnel preparation / dissemination series articles

Content specialization is used throughout this paper to refer to demonstrable expertise in the matter dealt with in a field of study or

activity. This paper discusses at length the qualifications necessary for persons who conduct educational evaluations.

156.
Hartwell, Cynthia A. (1988).

Utilizing impact assessment as a strategy in transition programs (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / model demonstration programs / dissemination series articles

The purpose of this paper is to provide practical information regarding the utilization of impact assessment in transition programs. Discussion will relate to both process and outcome data issues.

157.
Stake, Robert E.; & DeStefano, Lizanne (n.d.).

Guideline for developing a final report (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

final reports / model demonstration programs / dissemination series articles

This paper provides guidelines for the completions of the final report by federally funded transition model demonstration programs. The final report provides answers to three questions:
1. Were program components implemented as planned?
2. Were objectives achieved?
3. Did the program work?
In order to answer these questions adequately, the authors suggest the following outline, which may be modified as appropriate by each project:
A. Executive brief
B. Conclusions
C. Purposes
D. Clientele
E. Sponsorship and collaboration
F. Contexts
G. Project Activities
H. Project Evaluation Activities
I. Service Delivery Accomplishments
J. Model-building accomplishments
L. Appendices

158.
Owens, Thomas R. (1988).

Conducting a goal-based evaluation (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / model demonstration programs / dissemination series articles

In this paper the author examines how evaluation can serve as an effective tool for program directors, describes steps in preparing an evaluation, and discusses ways of reporting and using evaluation findings.

159.
Stodden, Robert; Boone, Rosalie S.; & Bisconer, Sarah W. (n.d.).

The role of process evaluation activities in federal projects (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / model demonstration programs / dissemination series articles

This paper focuses on the evaluation component of federally funded educational projects. The experiences of a federally funded project have been drawn upon to illustrate the development, implementation, and application of a process evaluation sequence. The goals of the Hawaii Transition Project (HTP) were to (a) increase the availability and quality of transition services for youths with disabilities and their families; (b) improve postsecondary access procedures and curriculum programming; and (c) ensure institutionalization of project outcomes.

160.
Yin, Robert K.; & Schiller, Ellen Peters (1990).

Managing evaluations (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / model demonstration program / dissemination series articles

The purpose of this paper is to identify a few of the issues in managing evaluations. Its main goal is to encourage local program directors to know how to ask important questions about managing evaluations. The paper is organized around the basic questions that should be considered in carrying out an evaluation:
1. What are the roles and relationships in doing an evaluation?
2. Who is the primary audience for the evaluation?

3. Who should be the evaluator--a staff or external party?
4. How can the program director plan for an external evaluator?
5. How should external evaluators be arranged and monitored?
6. What are the relevant technical aspects of the evaluation?
7. When should the technical aspects distinguish between "process" and "outcome" questions?
8. How should evaluation results be reported?

161.
Wentling, Tim L. (1989).

Designing and preparing evaluation reports (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / model demonstration programs / dissemination series articles

This article provides an overview of: typical uses for evaluation reports, types of reports, typical elements of a report, factors that contribute to evaluation use, and suggestions for planning and packaging a report.

162.
Fumento, Tobey (n.d.).

Issues in questionnaire design (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

questionnaire construction / program evaluation / dissemination series articles

Designing a questionnaire is a complicated process. The information contained in this paper outlines briefly some of the major concerns when constructing a questionnaire. This paper points out frequently overlooked, yet important concerns for general questicnnaire construction, as well as specific items dealing with potentially undesirable behavior and attitude and knowledge assessment. Examples are included for illustration purposes.

163.
DeStefano, Lizanne (1990).

Designing and implementing program evaluation (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / supported employment / dissemination series articles

This paper presents a series of considerations or organizing principles and a collection of resources that can be used by program administrators and other persons planning evaluations of supported employment programs to shape the evaluation. In addition, the paper offers a framework for constructing a management information system (MIS) for use as a primary evaluation tool.

164.
Ellis, Warren K. (n.d.).

The project management/evaluation diary (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

Project Management/Evaluation Diary / program evaluation / model demonstration programs / dissemination series articles

The Project Management/Evaluation Diary was developed to serve three purposes: (a) to act as a reminder that changes in one aspect of the project may require changes elsewhere, (b) to promote reflection on past events and how they may impact future activities and goals, and (c) to facilitate the involvement of an outside "peer auditor" as a means of program evaluation. This paper discusses the uses and usefulness of the diary to project personnel.

165.
Gonzalez, Patricia A. (n.d.).

Constructing an evaluation plan (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / model demonstration programs / dissemination series articles

The purpose of this paper is to provide readers with an outline and description of components to be included in an evaluation plan. The appendices contain sample forms that may be used or adapted for this purpose.

166.
Ory, John C. (n.d.).

Utilizing evaluation results (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / model demonstration programs / dissemination series articles

This paper is in two parts. Part one is a general overview of planning and conducting a program evaluation through presentation of eight evaluation questions:

1. What is to be evaluated?
2. What is the purpose of an evaluation?
3. Who will use the evaluation?
4. What program dimensions are to be evaluated?
5. How is the evaluation to be organized and designed?
6. What methods will be used to collect information?
7. How should the data be analyzed and interpreted?
8. How will the evaluation results be reported to the users?

Part two focuses on suggestions for enhancing the utilization of evaluation results.

167.
Suarez, Tanya M. (1990).

Living with the mixed message: The effects of government-sponsored evaluation requirements on the practice of evaluation (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / model demonstration programs / dissemination series articles

Current evaluation requirements and practices evolved from a purpose for evaluation as a mechanism of Federal control of local programs that was not or could not be implemented. Today, federal agencies require evaluation as a condition of receiving federal funds. Accountability, vaguely defined, is perceived as the purpose for evaluation and yet, the evaluations are not used for this purpose, either individually or collectively. The result is the mixed message. The author discusses the implications of this "mixed message" and possible solutions.

168.
Mabry, Linda (1991).

Qualitative evaluation of transition projects (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

qualitative evaluation / program evaluation / model demonstration programs / dissemination series articles

This paper sketches how qualitative data can enhance understanding of transition programs, methods of data-collection, and reporting rationales and alternatives.

169.
Lobosco, Anna F.; & Newman, Dianna L. (n.d.).

Assuring decision maker information needs when evaluating programs serving persons with developmental disabilities (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / model demonstration projects / dissemination series articles

New ways of doing program evaluations have evolved that allow inclusion of stakeholders in the design and implementation of evaluation studies in an attempt to meet the needs of the variety of decision makers. The increasing inclusion of various stakeholders in all aspects of human services program and policy development and evaluation indicates the desire to include a variety of perspectives in the decision process and a clear recognition of the various perspectives being brought to the decision making arena. This paper first reviews the existing literature on the use of evaluative information and decision maker information needs and identifies what factors affect the information needs and the use of information by decision makers. Then the authors apply this information by reporting on a study which examined the effect of variations in program evaluation purpose and methodological approach on indicators of decision-making information needs in the context of early childhood special education.

170.
Grayson, Thomas E. (1992).

Concept mapping for strategic program planning and evaluation (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / concept mapping / dissemination series articles

This paper describes concept mapping, a practical approach to articulating how programs work and identifying program outcomes. Concept mapping is a bottom-up approach and results in a pictorial representation of what practitioners think about how their programs produce outcomes. By using a case study in concept mapping to conceptualize vocational outcomes at Black Hawk College in Moline, Illinois, this practical approach to outcomes identification is illustrated.

171.
Stenzel, Norman (1993).

Contracting for an evaluation: Finding and working with an external evaluator (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / model demonstration programs / dissemination series articles

Much of what is written about evaluation is designed for persons who do evaluations. Within that body of literature, there are volumes devoted to providing how-to-do-it help for novices in the art. What is not often discussed is contracting for evaluations. This paper presents some of the issues that relate to contracting for an evaluation. Major headings are:
1. Why work with an external evaluator?
2. When to work with an external evaluator.
3. Who to consider as an external evaluator.
4. How to work with an external evaluator.
Major references cited in this paper are other papers in this dissemination series.

172.
Ory, John C. (1991).

Suggestions for deciding between commercially available and locally developed assessment instruments (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

assessment techniques / program evaluation / dissemination series articles

The author identifies and discusses several factors that need to be considered when making a decision between commercially available and locally developed assessment instruments:
1. Purpose of assessment
2. Match between instrument and local programs
3. Logistics
4. Institutional acceptance
5. Quality
6. Student motivation
In addition, he discusses several checkpoints that need consideration when choosing between developing one's own instrumentation or purchasing available measures.

173.
Siegel, Shepherd (n.d.).

The conduct of follow-up and follow-along activities (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

follow-up studies / program evaluation / model demonstration programs / dissemination series articles

Follow-up and follow-along investigators have developed the means of collecting data, and explored a variety of factors. They have focused on

employment, but also have gone beyond it and contributed research relevant and critical to the quality of life experienced by young adults with disabilities. This article presents the case that follow-up and follow-along studies are in fact essential, and should form the core of a transition program's evaluation, even and especially as the goals of such programs expand. This discussion outlines methodological considerations for the conduct of follow-up and follow-along studies.

174.
Tacoma Public Schools (1994).

Interagency Transition Partnership: Final report. Tacoma, WA: Tacoma School District #10. (Comp. No. 84.158N - OSERS File No. 200)

final reports / Washington / interagency cooperation

In the fall of 1988, the Tacoma Public Schools, in collaboration with Pierce County Social Services Department and VADIS Northwest, the Interagency Transition Partnership was established to 1) increase placement of youths with severe disabilities into individual supported jobs prior to high school graduation, and 2) to coordinate the provision of on-going support in those jobs following graduation. This project was based on the belief that school/agency resources will be most effectively used if school staff focus on the expansion of work experiences for youth while in school in preparation for employment, and adult supported employment programs provide the actual placement and support in paid permanent jobs.

The major goal of the project was to develop a model for placement of youths with severe disabilities into individual supported jobs prior to high school graduation with on-going support by adult agencies following graduation.

175.
Wehman, Paul (1994).

Ten ways people with disabilities can empower themselves. Journal of Vocational Rehabilitation, 4(2), 81-82.

empowerment / learning disabilities / self-advocacy

This editorial recommends ten ideas people with disabilities can use to exercise more control over their lives.

176.
Fourqurean, John M. (1994).

The use of follow-up studies for improving transition planning for young adults with learning disabilities. Journal of Vocational Rehabilitation, 4(2), 96-104.

learning disabilities / follow-up studies / transition planning / Texas

This article describes the use of local follow-up studies for improving the effectiveness of transition planning for young adults with learning disabilities. It is argued that knowledge of the various idiosyncrasies of local employment and educational opportunities is vital for providing reliable and timely information and advice to high school students with learning disabilities who are planning their transition to the adult world. Three follow-up studies conducted in a large school district near Houston, Texas, are reviewed, and the use of follow-up data for improving transition planning is discussed. Recommendations are provided for conducting local follow-up studies.

177.
deFur, Sharon; Getzel, Elizabeth Evans; & Kregel, John (1994).

Individual transition plans: A work in progress. Journal of Vocational Rehabilitation, 4(2), 139-145.

transition planning / learning disabilities / Virginia

A descriptive analysis of transition plans for students with learning disabilities was conducted across 14 school divisions in Virginia. The results indicate that community representatives rarely participate in formal transition planning meetings for these individuals. In light of what is known about the postschool educational and employment outcomes of these students, it is essential that educators, family members, and students themselves receive training and technical assistance on how to use individual transition plans as planning tools for schools and community organizations to guide students with learning disabilities through the transition process.

178.
Hoy, Cheri (1994).

Social/emotional characteristics of adults with learning disabilities: Implications for service providers. Journal of Vocational Rehabilitation, 4(2), 122-130.

learning disabilities / psychosocial development / literature reviews

This review of the literature on adults with learning disabilities focuses on social/emotional characteristics. The available literature is discussed in four broad categories: descriptive studies without a control group, studies involving control groups, studies of successful versus unsuccessful adults, and studies of adults in different service settings. This literature is then summarized from a life span point of view. Implications for future research and service providers are discussed.

179.
Gregg, Noel (1994).

Eligibility for learning disabilities rehabilitation services: Operationalizing the definition. Journal of Vocational Rehabilitation, 4(2), 86-95.

learning disabilities / vocational rehabilitation

Discrepancy models currently utilized by practitioners in determining eligibility for learning disabilities services vary as to the measures given the greatest focus. Critiques of five different methods that can be employed to quantify a service performance discrepancy are discussed in relation to the identification of the adult population currently served by rehabilitation. The findings presented in this paper support the conclusion that more empirical research is needed to develop an eligibility model with clearly stated criterion for the coherent diagnosis and evaluation of individuals with learning disabilities.

180.
Gerber, Paul J.; Reiff, Henry B.; & Ginsberg, Rick (1994).

Critical incidents of highly successful adults with learning disabilities. Journal of Vocational Rehabilitation, 4(2), 105-112.

learning disabilities / adults / success

This study investigated critical incidents of 40 highly successful adults with learning disabilities in order to gain an understanding of the incidents' impact on development, the effect of the setting where critical incidents occurred, and the effects of positive and negative experiences on adjustment. The critical incident technique has been used in a wide array of studies both inside and outside the field of special education. Moreover, it has yielded valuable data for analysis of research problems. Findings indicated that many critical incidents occurred in a variety of educational settings and were important to vocational success. Overall, subjects recounted relatively few negative incidents. Chi-square analyses revealed several remarkable trends that provide insight concerning critical incidents and the developmental nature of learning disabilities throughout the life span. Analysis explored the effects of critical incidents in educational, vocational and social settings. The findings have utility because of the potentially significant impact critical incidents have on adjustment and adult success.

181.
Minskoff, Esther H.; & DeMoss, Sherry (1994).

Workplace social skills and individuals with learning disabilities. Journal of Vocational Rehabilitation, 4(2), 113-121.

social skills / learning disabilities / success

To identify workplace social skills that are critical for job success for individuals with learning disabilities, 145 employers and 20 speech/language pathologists rated 64 items as essential, important, or not important. The items most frequently rated as essential involved compliance (accepting supervision, following directions, asking for information or assistance when needed, and accepting constructive criticism). Other categories of social skills that were identified as important involved cooperation, problem solving, civility, and verbal communication. Implications for assessment and training of social skills are discussed.

182.
McPherson, Anne; & Brackett, James D. (1994).

Postsecondary school transition issues affecting the vocational rehabilitation of young adults with learning disabilities. Journal of Vocational Rehabilitation, 4(2), 131-138.

learning disabilities / vocational rehabilitation / postsecondary education

This article examines selected variables related to the transition period from high school to adulthood for individuals with learning disabilities. Adolescents with learning disabilities, a lifelong condition, become adults with learning disabilities who have difficulty maintaining employment, pursuing postsecondary education, adjusting to social and community structure, and effective independent living. Few postsecondary school and vocational rehabilitation resources are currently available to address these needs despite federal legislation advancing the training, employment, community membership, independent living, and civil rights of individuals with learning disabilities. To facilitate more successful postschool outcomes for young adults with learning disabilities, increased numbers and variability of transition rehabilitation programs are needed, as well as effective coordination among public schools, community services, and families.

183.
Leone, Peter E. (1994).

Education services for youth with disabilities in a state-operated juvenile correctional system: Case study and analysis. Journal of Special Education, 28(1), 43-58.

special education / incarcerated youth / case studies

Many youths in juvenile correctional facilities who are eligible for special education services do not receive them. Youths who do receive services often do not receive them in a timely manner, and the quality of services is often substandard when compared to public school programs. The research reported here was collected as part of the "discovery" phase of a lawsuit brought against a system of juvenile services. The case study focused on procedural and substantive aspects of special education services for students with disabilities. In addition to describing specific practices, the

research examined the "infrastructure" supporting appropriate educational services in juvenile corrections. Findings suggest that some students with disabilities received education, but few received related services. There were lengthy delays in obtaining students' records from prior school programs, and no system of referral existed for students suspected of having disabilities. Students enrolled in special education programs, as well as those with potential mental health problems and mental retardation, received a disproportionate number of disciplinary actions and spent a disproportionate amount of time in confinement. Implications are discussed.

184.
Kubicek, Frederick C. (1994).

Special education reform in light of select state and federal court decisions. Journal of Special Education, 28(1), 27-42.

Regular Education Initiative (REI) / special education / policy analysis

In this study, the author defines and analyzes three conflicting positions that constitute the Regular Education Initiative in light of 24 federal and state court decisions. These cases either have established legal precedents in the field of special education law or have raised issues that educators must consider when proposing changes within an educational setting that is itself subject to numerous legal constraints. He concludes that compared to its counterparts, the "Little Change Model" complies with more of these standards (e.g., due process, limited funding, equal access, duplication of services, and quality of education). Of the two remaining positions, the "Extreme Change Model," which includes the concept known as "full inclusion," appears to be the least compliant.

185.
National Council on Disability (1993).

Serving the nation's students with disabilities: Progress and prospects. Washington, DC: Author.

special education / outcomes of education / data analysis

The National Council commissioned this study to determine how the federal special education law is working, what outcomes children and youth with disabilities are achieving, and how the system can be improved in the context of current education reform initiatives. This report examines these questions:
1. Where do students with disabilities fit into current education reforms, such as America 2000 and the National Education Goals Report of 1991: Building a Nation of Learners?
2. Do students with disabilities receive equitable treatment in assessment and research programs?
3. Are traditionally neglected and underrepresented students segregated from nondisabled peers and placed in programs that do not meet their needs?

4. How can special education and general education systems work together across federal, state, and local levels, to ensure that students with disabilities will achieve desired outcomes?

In answering these questions, the National Council's study involved policy analyses, an evaluation of program implementation, and a review of the data bases of the Department of Education (i.e., Office of Special Education Programs, National Center for Educational Statistics, and Office for Civil Rights) and the Census Bureau. The study focused on several policy themes, including the individualized education program, least restrictive environment requirements, procedural safeguards, and multicultural and multidisciplinary issues, and on several educational outcomes, including academic achievement, school and work readiness, quality of life, and minimal instructional time lost. Supporting documentation for the study is available in a supplement to this report.

186.
Anthony, William A. (1994).

Characteristics of people with psychiatric disabilities that are predictive of entry into the rehabilitation process and successful employment. Psychosocial Rehabilitation Journal, 17(3), 3-13.

psychiatric disabilities / vocational rehabilitation / literature reviews

Over the last several decades a number of studies have investigated the relationship between the characteristics of people with psychiatric disabilities and the process and outcomes of vocational rehabilitation. A review of existing literature suggests implications of this data for program administration, policy makers and researchers. Suggestions are also made as to the future of the line of research.

187.
Rutman, Irvin D. (1994).

How psychiatric disability expresses itself as a barrier to employment. Psychosocial Rehabilitation Journal, 17(3), 15-35.

psychiatric disabilities / barriers / vocational rehabilitation

This paper identifies and briefly reviews a series of factors that act as barriers to the successful rehabilitation of persons with psychiatric disabilities. It examines the scope of the problem, and discusses the factors which directly or indirectly impede employment opportunities for this group. Finally, it briefly considers some recent developments which may help produce more positive results in the future.

188.
McGurrin, Martin C. (1994).

An overview of the effectiveness of traditional vocational rehabilitation services in the treatment of long term mental illness. Psychosocial Rehabilitation Journal, 17(3), 37-54.

psychiatric disabilities / vocational rehabilitation / policy analysis

Substantial research has established that vocational rehabilitation can be an effective component in the treatment of long term mental illness. Additional information is very much needed, however, regarding which vocational rehabilitation program models are most beneficial for which types of clients and at which stages of their recovery process. An oversight research council would be useful in facilitating further research on these issues without dictating the manner in which the research is done.

189.
Toms Barker, Linda (1994).

Community-based models of employment services for people with psychiatric disabilities. Psychosocial Rehabilitation Journal, 17(3), 55-65.

psychiatric disabilities / community integration / program development

This paper examines different approaches to providing community-based employment service for persons with psychiatric disabilities and offers some recommended criteria for use in developing community service strategies.

190.
Howie The Harp (1994).

Empowerment of mental health consumers in vocational rehabilitation. Psychosocial Rehabilitation Journal, 17(3), 83-89.

psychiatric disabilities / empowerment / vocational rehabilitation

This paper concerns empowerment of mental health consumers as it relates to the vocational rehabilitation process. The author is a former mental patient.

191.
Akabas, Sheila H. (1994).

Workplace responsiveness: Key employer characteristics in support of job maintenance for people with mental illness. Psychosocial Rehabilitation Journal, 17(3), 91-101.

psychiatric disabilities / employer involvement

Most efforts to achieve employment for people with mental illness focus on individual enhancement - building behavioral coping skills and task ability so that the individual will manage symptoms, and the job, in a manner acceptable to a particular work site. This paper argues that this strategy has resulted in excessively low employment rates. A preferable intervention would identify and build on those characteristics of the employment site designed to celebrate diversity in a work force and to create an environment that meets the unique needs of each employee. These characteristics are identified and strategies for marshalling them in support of persons with mental illness are suggested.

192.
Cook, Judith A.; Razzano, Lisa A.; Straiton, D. Madison; & Ross, Yvette (1994).

Cultivation and maintenance of relationships with employers of people with psychiatric disabilities. Psychosocial Rehabilitation Journal, 17(3), 103-116.

psychiatric disabilities / employer involvement / program development

This article focuses on the challenges faced when attempting to secure employment and on ways in which rehabilitation staff can best market the value of working with persons with mental illness. Research on employer reactions to different stages of the job development and rehabilitation process is presented. Materials developed to educate and inform employers and coworkers are described. Examples are provided of programs designed to address issues confronted by employers and supervisors who work with persons who are psychiatrically disabled. Results of a study of 62 employers and matched nonemployers of persons with psychiatric disabilities revealed that traditional concerns about workers with mental illness (poor social skills, behavior control problems, mental confusion) are not problematic issues for employers in long-term employment relationships. Finally, a discussion is presented of job maintenance issues and their impact on long term relationships with employers.

193.
Unger, Karen (1994).

Access to educational programs and its effect on employability. Psychosocial Rehabilitation Journal, 17(3), 117-126.

psychiatric disabilities / postsecondary education

Education is a prerequisite to employment for most people in society. However, people with psychiatric disabilities, at both the secondary and postsecondary level, often do not have equal access to education. The problems occur as a result of misconceptions about their roles and abilities. Providers in mental health services, vocational rehabilitation services and education often do not see their clients/students as suitable for continuing

education and meaningful work. However, recent studies indicate that persons with psychiatric disabilities do benefit from education and that education may increase their employability.

194.
Frey, Jana Lane (1994).

Long term support: The critical element to sustaining competitive employment: Where do we begin? Psychosocial Rehabilitation Journal, 17(3), 127-134.

psychiatric disabilities / vocational rehabilitation / program development

A theoretical review of the literature advocating the need for long-term support to enhance vocational outcomes for people with severe and persistent mental illness is presented. The present article highlights the value of "work as treatment" and suggests the need for the integration of clinical and rehabilitation within one long-term service delivery system of care.

195.
Plienis, Anthony J.; Hansen, David J.; Ford, Felicia; Smith, Steve, Jr.; Stark, Lori J.; & Kelly, Jeffrey A. (1987).

Behavioral small group training to improve the social skills of emotionally-disordered adolescents. Behavior Therapy, 18, 17-32.

social skills / behavior modification / behavior disorders

Adolescents with a history of disorders such as autism and schizophrenia often exhibit severe social skill deficits which interfere with the ability to establish relationships. In the current study, three students attending special education for emotionally-handicapped teenagers received small-group training at their school. Treatment consisted of training in conversational skill and social problem solving, in multiple baseline fashion and replicated across all three students. Treatment resulted in: (1) more effective performance during unstructured practice conversations, including conversations with persons the teenagers never met before; (2) more effective performance when presented with scenarios of social problems; (3) improved ratings of adjustment made by their teacher; (4) increased quality and rating of social interaction during informal class parties for two of the subjects; and (5) generally improved scores on self-report measures of depression, self-esteem, and loneliness. Implications for the use of social skill enhancement techniques for this population are discussed.

196.
Holden, Dee; Hutchins, Rich; Leman, Phil; & Sindelar, James (Eds.) (n.d.).

Transition resource directory: A planning aid for parents and students with special needs (2nd Ed.). Palatine, IL: Township High School Districts 211; Arlington Heights, IL: Township High School Districts 214; and Mt. Prospect, IL: Northwest Suburban Special Education Organization.

resource directory / transition planning / Illinois

This handbook was developed as a guide to postsecondary services for use by families of individuals with special needs. Many of these programs are located in a northwest suburban community of Chicago and nearby locations.

197.
Stineman, R. M. (1993).

Bridges to Success: Enhancing natural supports in community employment for youths with disabilities. Final report 1993. Lawrence, KS: Full Citizenship, Inc. (Comp. No. 84.158N - OSERS File No. 263)

final reports / Bridges to Success / Kansas / natural supports

The original grant proposal for the Bridges to Success outlined four major goals: (1) to increase employer involvement in student placements and career development, (2) to increase family involvement in supported work placements, (3) to build co-worker support and reduce long-term dependence on job coaches, and (4) to enhance interagency collaboration in job development and expansion of employment options for youth with disabilities. This final report summarizes activities within each of these goals. Each is discussed in terms of actual accomplishments and slippages in attainment of program objectives. It also provides references to previous project reports for explanations of why changes in the original grant proposal were made.

198.
Heal, Laird W.; & Rusch, Frank R. (1994).

Prediction of residential independence of special education high school students. Research in Developmental Disabilities, 15(3), 223-243.

independent living / residential care / NLTS (National Longitudinal Transition Study)

The residential independence of postsecondary students was assessed for the 2,686 interviewees of the National Longitudinal Transition Study who had left United States high schools between 1985 and the time of the questionnaire in 1987. An index of residential placement independence was the dependent variable in a regression analysis that featured 37 community, family, student, and school program characteristics entered as block-wise predictors (i.e., entered in a controlled order). Results showed a total R-squared of .443,

with missing data, student maladaptive ("problem") behaviors, student competence, and family characteristics all contributing significantly to the prediction of post-school residential independence.

199.
Chadsey-Rusch, Janis; Drasgow, Erik; Reinoehl, Bruce; Halle, Jim; & Collet-Klingenberg, Lana (1993).

Using general-case instruction to teach spontaneous and generalized requests for assistance to learners with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 18(3), 177-187.

general-case instruction / severe disabilities

The purpose of this study was to assess the effects of general-case instruction on spontaneous and generalized requests for assistance by three adolescents with severe disabilities. The findings support the efficacy of the general-case approach in relation to using a single example to teach requests for help. The distinguishing aspect of the general-case phase was the variation in stimulus conditions that occurred across teaching opportunities. Results indicated that general-case instruction produced generalized requests for assistance with two of the three learners. The implications for using general-case procedures for teaching communicative interactions are discussed and future research areas are proposed.

200.
Kaiser, Ann P.; & Goetz, Lori (1993).

Enhancing communication with persons labeled severely disabled. Journal of the Association for Persons with Severe Handicaps, 18(3), 137-142.

communication disabilities / self-determination

Among the most important philosophical shifts in the perspective on persons labeled severely disabled has been a change from an exclusive emphasis on remediation of deficit behavior to a position of empowering and enabling persons with disabilities to participate in all aspects of everyday living. Fundamental to that shift is the reconsideration of the role of persons without obvious disabilities. In this paper introducing a special issue on communication, the authors examine the role of communication partners in enhancing communication with persons labeled severely disabled. Three fundamental assumptions about the nature of communication are discussed. The papers contained in the volume are reviewed briefly and recommendations for future research are considered.

201.
Parmar, Rene S.; Cawley, John F.; & Miller, James H. (1994).

Differences in mathematics performance between students with learning disabilities and students with mild retardation. Exceptional Children, 60(6), 549-563.

learning disabilities / curriculum and instruction / math

Many educators use the term "mildly disabled" to refer to both students with learning disabilities and those with mild mental retardation, who are frequently placed together in classrooms and provided with similar curricula. This study examined the performance of a large sample of students in both groups, age 8-14 years, in four mathematics domains: basic concepts, listening vocabulary, problem solving, and fractions. Results indicated that the students with learning disabilities scored higher and had greater growth rates than did age-equivalent students with mild mental retardation. Implications for curriculum and instruction include discussions of choice of topic and timing, sequence, and intensity of instruction, particularly regarding the 1989 recommendations of the National Council of Teachers of Mathematics.

202.
Kozleski, Elizabeth B.; & Jackson, Lewis (1993).

Taylor's story: Full inclusion in her neighborhood elementary school. Exceptionality, 4(3), 153-175.

inclusion / outcomes of education

During this 3-year field study, the authors examined the experiences of educators and children as they participated in the full educational inclusion of one child with severe disabilities. Data from interviews, sociometric measures, videotapes, and field notes were used to present the perspectives of administrators, general and special educators, students, and Taylor's parents. Benefits to both Taylor and her classmates are discussed as well as recommendations for support of schools beginning full inclusion efforts.

203.
Foxx, R. M.; Faw, Gerald D.; Taylor, Steve; Davis, Paula K.; & Fulia, Rosalia (1993).

"Would I be able to..."? Teaching clients to assess the availability of their community living life style preferences. American Journal on Mental Retardation, 98(2), 235-248.

community integration / self-determination / program development

A three-phase program was developed to involve six institutionalized adults with mild mental retardation in their transition to community living.

In Phase I, subjects were interviewed to determine their community living life style preferences and were found to be reliable and skillful in stating their preferences. In Phase II, the subjects' 10 strongest preferences were identified. In Phase III, they were taught to obtain preference availability information from group home representatives and report these findings to their social worker. A simultaneous replication design across two component skills, questioning and reporting, revealed that both increased after training and generalize to community group homes. The five subjects available for follow-up maintained their posttraining performance. Implications of these results in extending choice and decision-making technology were discussed.

204.
Hilton, Alan; & Henderson, Carolyn J. (1993).

Parent involvement: A best practice or forgotten practice? Education and Training in Mental Retardation, 28(3), 199-211.

parent involvement / teacher attitudes / severe disabilities

The literature concerning working with students who have severe disabilities has continually pointed out the importance of working with parents. In this study 86 special education teachers from the states Alaska and Washington responded to a questionnaire addressing their levels of non-mandated parent involvement. Teachers also reported their attitudes toward parent involvement and toward the roles parents play in reference to the education process. Results provided indications of low non-mandated parent involvement in many areas along with implications for placement practices and teacher training of those who work with students with severe disabilities.

205.
Chen, Tsuey-Hwa; Bruininks, Robert H.; Lakin, K. Charlie; & Hayden, Mary (1993).

Personal competencies and community participation in small community residential programs: A multiple discriminant analysis. American Journal on Mental Retardation, 98(3), 390-399.

residential care / community integration

The authors examined whether broad factors assessing dimensions of personal competency and community participation could be used to discriminate between people with mental retardation who were living in small group homes and small foster homes. Using a large national sample and multiple discriminant analysis procedures, they found that personal competencies were least important in distinguishing on the basis of setting between people living in the two types of residential placements. Primary differences emerged in factors assessing extent of community participation, family relationships, and recreation/leisure integration. Implications for policy and future research were presented and discussed.

206.
Hagner, David; & Daning, Robin (1993).

Opening lines: How job developers talk to employers. Career Development for Exceptional Individuals, 16(2), 123-134.

job development / job placement / program development

The present study attempted to describe the job development process and identify the techniques and approaches used in successful job development. The purpose was descriptive and exploratory, to gain a sense of the range of placement techniques found to be successful, and to uncover some of the details of employer contacts.

207.
Orr, R. Robert; Cameron, Sheila J.; Dobson, Lois A.; & Day, David M. (1993).

Age-related changes in stress experienced by families with a child who has developmental delays. Mental Retardation, 31(3), 171-176.

developmental disabilities / family stress

The hypothesis that stress in families increases as a child with developmental disabilities grows older was evaluated. Mothers with children ranging in age from 2 to 18 years were assigned to a preschool, middle childhood, or adolescent group and asked to complete the Parenting Stress Index (PSI). Results indicated that Child Domain scores were high for all groups, but Parent Domain scores were within normal limits. The middle childhood group was consistently higher in both domains than either the younger or older groups. Degree of handicap was not associated with mothers' stress in the preschool group, but was related to PSI scores for both other groups. Behavior problems were highly correlated with maternal stress for the middle childhood and adolescent groups (data not available for preschool group).

208.
Schalock, Robert L.; & Genung, L. Tom (1993).

Placement from a community-based mental retardation program: A 15-year follow-up. American Journal on Mental Retardation, 98(3), 400-407.

follow-up studies / quality of life / independent living

The current status of 85 persons placed into independent housing and competitive employment 15 years ago was evaluated. Two primary groups emerged: those in and those not in MR/DD services (19% and 59% of sample, respectively). Personal interview and observational data were used to evaluate the person's life (e.g., social and support networks, life style and role functions, activity patterns, measured quality of life, and expressed satisfaction). The two groups were compared on these data sets as well as on

previously obtained behavioral skill data and family support levels. Implications of the study were discussed in reference to natural and long-term support needs, the recent paradigm shift in habilitation and evaluation strategies, and the ongoing concern about quality of life of individuals with disabilities.

209.
DeStefano, Lizanne; & Wagner, Mary (1993).

Outcome assessment in special education: Implications for decision-making and long-term planning in vocational rehabilitation. Career Development for Exceptional Individuals, 16(2), 147-158.

special education / vocational rehabilitation / outcomes of education

In this overview of the use of outcome assessment in special education, the authors define outcome assessment and survey its importance under several broad categories:
1. The relevance of transition outcome assessment to vocational rehabilitation;
2. The relevance of special education outcomes:
   a. to assess skills, deficits, and service needs of students exiting school;
   b. to understand and improve linkages with schools; and
   c. for long-term planning and program improvement.

210.
Mitchell, Dale; & Braddock, David (1993).

Compensation and turnover of direct-care staff in developmental disabilities residential facilities in the United States. I: Wages and benefits. Mental Retardation, 31(6), 429-437.

residential facilities / job retention / wages

The study was based on a representative national sample of more than 1,600 residential facilities serving individuals with developmental disabilities in all 50 states and the District of Columbia. The mean starting wage for direct-care workers in publicly operated institutions in FY 1990 was approximately 31% more than the wage for similar workers in privately operated facilities. The mean starting wage in private facilities was only about 3% above the poverty level for a family of three. Wages, in real economic terms, have declined significantly during the last decade. The wage differential between public and private facilities has doubled during the past 10 years. Implications of these findings for the field and for future research were discussed.

211.
Helms, Barbara J.; & Moore, Stephen C. (1993).

Perceptions of aversiveness by supported employment supervisors and job coaches. Education and Training in Mental Retardation, 28(3), 212-219.

aversive intervention / supported employment / job coaching

The results of a survey administered to job coaches and supervisors of supported employment job coaches suggested that current definitions of "aversiveness" are too ambiguous to enable job coaches to effectively provide behavioral interventions for persons with disabilities in the community. That is, confusion exists over what constitutes an aversive intervention versus a non-aversive intervention. Indeed, when asked to rate 20 vignettes describing actual interventions used in the community, respondents' ratings were distributed across the Likert scale from non-aversive to severely aversive on 17 of the vignettes for both groups.

212.
Crowley, E. Paula (1993).

A qualitative analysis of mainstreamed behaviorally disordered aggressive adolescents' perceptions of helpful and unhelpful teacher attitudes and behaviors. Exceptionality, 4(3), 131-151.

behavior disorders / teacher attitudes / student attitudes

In this study, the author explored mainstreamed behaviorally disordered aggressive adolescents' perceptions of helpful and unhelpful teacher attitudes and behaviors. The data were generated from in-depth formal individual interviews of six behaviorally disordered aggressive adolescents and ethnographic observation of them in mainstream classrooms. The data revealed that these students perceived teachers were helpful when they engaged in specific aspects of teacher-student communication as well as flexible academic and behavioral program implementation. They perceived teachers' rigidity and use of discipline as unhelpful. Student anger was a pervading theme throughout the data set. Understanding students' perceptions of helpful and unhelpful teacher attitudes and behaviors may have implications for more successful integration of behaviorally disordered students into mainstream classrooms.

213.
Crowley, E. Paula (1993).

Reflections on "A qualitative analysis of mainstreamed behaviorally disordered aggressive adolescents' perceptions of helpful and unhelpful teacher attitudes and behaviors." Exceptionality, 4(3), 187-191.

behavior disorders / teacher attitudes / student attitudes

This article contains responses to a series of questions about the research the author conducted on mainstreamed behaviorally disordered aggressive adolescents' perceptions of helpful and unhelpful teacher attitudes and behaviors. The report of that research appears in the previous entry. This paper also addresses issues relevant to future research in this area.

214.
National Institute on Disability and Rehabilitation Research (1994).

School to work transition for youths with disabilities: Resource papers. Consensus Validation Conference, Arlington, VA, January 24-26, 1994. Washington, DC: Sponsor.

transition planning / personnel preparation / outcomes of education / self-determination / Consensus Validation Conference

The resource papers contained in this document cover a wide range of topics related to transition from school to work. These are:
1. Current postschool outcomes for youths with disabilities: A summary of recent findings from the National Longitudinal Transition Study (M. Wagner & J. Blackorby)
2. Promoting employment for youths in transition: Outcomes, activities, and indicators (P. D. Kohler & F. R. Rusch)
3. Self-determination universal transition designs (J. E. Martin & L. H. Marshall)
4. Community supports: Key to a successful transition (B. O'Day)
5. The employer role in school-to-work transition for youth with disabilities (G. P. Tilson, Jr., & J. Tebbutt)
6. Preservice and inservice professional development for school to adult life transition (J. M. Taymans & S. H. deFur)
7. Quality of life as a conceptual framework for evaluating transition outcomes (A. S. Halpern)
8. School to work transition: Laws and public and private policies (J. Butterworth & T. Whelley)
9. School to work transition for youth with disabilities: Education settings (R. B. Cobb & J. Hyatt)
10. The role of assistive technology in facilitating successful school to work transition (P. Sale & D. M. Carey).

215.
National Institute on Disability and Rehabilitation Research (1994).

School to work transition for youths with disabilities: Program and abstracts. Consensus Validation Conference, Arlington, VA, January 24-26, 1994. Washington, DC: Sponsor.

success / transition planning / Consensus Validation Conference / model programs

The purpose of the Consensus Validation Conference was to bring together the combined expertise of consumers, practitioners, researchers, family members, and analysts in an effort to arrive at consensus on the present status of, and best practices in, school to work transition for youths with disabilities. This document contains the program and abstracts of that conference.

216.
Hamre-Nietupski, Susan (1993).

How much time should be spent on skill instruction and friendship development? Preferences of parents of students with moderate and severe/profound disabilities. Education and Training in Mental Retardation, 28(3), 220-231.

parent involvement / curriculum / special education

Parents of students with moderate and severe/profound disabilities were surveyed to determine their preferences for the percent of a typical school week that should be spent on functional life skills, academic skills, friendship/social relationship development, and other educational activities (e.g., physical/speech therapy, music) in the educational programs of their sons/daughters. Parents of students with moderate and severe/profound disabilities showed a clear preference for the largest percentage of a school week to be spent on functional life skills. Parents of students with moderate disabilities showed preference for academic skills as the next largest percentage, followed by friendship/social relationship development, and little preference for other educational activities. Parents of students with severe/profound disabilities showed preference for friendship/social relationship development as their next largest percentage, followed by academic skills, and other educational activities. A trend was observed for parental preferences to increase for functional life skills, but decrease for friendship/social relationship development, as the age of their son/daughter increased. Implications for future research and educational practice are suggested.

217.
Fox, Robert A.; & DeShaw, Jeanette M. (1993).

Milestone Reinforcer Survey Education and Training in Mental Retardation, 28(3), 257-261.

Milestone Reinforcer Survey / community integration

The Milestone Reinforcer Survey was developed to assess reinforcer preferences of adults with mild to profound retardation living in a variety of community settings. The survey, which includes 42 items in three categories -- primary, secondary, and self reinforcers, can be administered by all levels of staff in about ten minutes. Psychometric properties of the survey were established with 120 adults, 15 males and 15 females representing each level

of retardation. The total reinforcer scores for the survey are internally consistent (r = .90), consistent across raters (r = .68), and stable over time (r = .93). The potential uses for this survey for research and practice are discussed.

218.
Bullis, Michael; Bull, Bruce; Johnson, Brian; & Peters, Dawn (1994).

Young adults who are hearing and deaf in a transition study: Did they and their parents supply similar data? Exceptional Children, 60(4), 33-333.

surveys / deafness / parent involvement / transition planning

The authors surveyed young adults who are deaf and a comparison sample of peers without hearing loss -- and the parents of both groups -- about school-to-community transition experiences. They were interested in whether parents and their hearing or deaf children provided similar responses to the same questions on the survey. Agreement between the parent's and their son or daughter's responses to questions on selected transition variables was examined through different agreement indexes. Findings and procedures that should be employed when studying the transition experiences of persons who are deaf are discussed.

219.
Schloss, Patrick J.; Alper, Sandra; & Jayne, Donna (1993).

Self-determination for persons with disabilities: Choice, risk, and dignity. Exceptional Children, 60(3), 215-225.

self-determination / special education / curriculum

Self-determination refers to the ability to consider options and make appropriate choices in the home, at school, at work, and during leisure time. A growing philosophical and legal base supports full participation of persons with disabilities in natural settings in the community and empirical studies document the abilities of persons with severe and multiple disabilities to learn to make choices. Follow-up studies indicate that the majority of special education graduates have not made a successful transition from school to life as an adult in the community. Many remain underemployed or unemployed for reasons associated with lack of decision-making skills. This article presents a rationale for including self-determination in special education curricula. The article describes a framework for providing choices, based on an analysis of risk and benefits. Assessment approaches and teaching strategies are offered.

220.
Storey, Keith (1993).

A proposal for assessing integration. Education and Training in Mental Retardation, 28(4), 279-287.

community integration / assessment techniques

Integration has been elusive to define and measure. However, if integration effects are to be successful, it is important that measures be reliable, valid, and socially important in order to guide research and service delivery efforts. This paper addresses the issues of molar versus molecular assessment, defining integration, and assessment issues in measuring integration. Integration measures are presented in four component areas: physical integration, social integration, relationships, and social networks. Suggestions for future research and development of appropriate measures for assessing integration are offered.

221.
Lozano, Beverly (1993).

Independent living: Relation among training, skills, and success. American Journal on Mental Retardation, 98(2), 249-262.

independent living / outcomes of education

Logistic regression was used to examine the effects of independent living training programs on the probability of (a) remaining independent and (b) improving or maintaining skills for 1,498 people with developmental disabilities who were living in their own homes in 1983. The effects of improving or maintaining skills on the probability of remaining independent were also examined. Results showed that by the end of the 7-year study period, individuals who had received greater amounts of independent living services and had improved or maintained their independent living skills were more likely to still live independently. However, there was no significant relation between receiving such services and the probability of improving or maintaining one's skills. The programmative implications of this apparently paradoxical finding were discussed.

222.
Ysseldyke, James E.; Lange, Cheryl M.; & Gorney, Deborah J. (1994).

Parents of students with disabilities and open enrollment: Characteristics and reasons for transfer. Exceptional Children, 60(4), 359-372.

open enrollment / Minnesota / special education

This study examines the characteristics of students with disabilities who participate in Open Enrollment (one of seven enrollment options available in Minnesota), the reasons they participate, and the sources of information and

decision-making process involved with choosing another district. Surveys of 347 parents revealed three primary reasons for transferring their children: The child's special education needs being better met at the new district, more personal attention from the teacher, and dissatisfaction with the resident school. Other factors, such as disability category, parents' income, and location, were also analyzed.

223.
Sparrow, W. A.; Shinkfield, Alison J.; & Karnilowicz, W. (1993).

Constraints on the participation of individuals with mental retardation in mainstream recreation. Mental Retardation, 31(6), 403-411.

leisure and recreation / mental retardation / attitudes

A questionnaire was designed to investigate the influence of skill level, behavioral characteristics, and labeling upon attitudes toward the participation of individuals with mental retardation in a recreation activity. The respondents were 320 members of 12 private tennis clubs. High multiple correlations between the predictor variables, attitude toward the behavior, and subjective norm, with behavioral intention supported the model of the theory of reasoned action. Attitudes, subjective norms, and behavioral intentions toward individuals with mental retardation were favorable regardless of the label assigned and perceived skill level. Perceived behavior of the target person, rather than skill level and label, was the more salient influence upon attitudes, subjective norms, and behavioral intentions.

224.
Lindsey, Pamela; & Blalock, Ginger (1993).

Transition to work programs in rural areas: Developing collaborative ethic. Career Development for Exceptional Individuals, 16(2), 159-170.

rural areas / transition planning / interagency cooperation

This article describes the development of collaborative ethic in rural transition teams, from the perspective of a transition specialist.

225.
Hasazi, Susan Brody; Johnston, A. P.; Liggett, Annette M.; & Schattman, Richard A. (1994).

A qualitative policy study of the least restrictive environment provision of the Individuals with Disabilities Education Act. Exceptional Children, 60(6), 491-507.

least restrictive environment / Individuals with Disabilities Education Act (IDEA) / policy analysis

A multistate, qualitative policy study, conducted from 1989 to 1992, investigated how 6 states and 12 local school districts implemented the least restricted environment (LRE) provision of the Individuals with Disabilities Education Act (IDEA). Eight sites were relatively high users of separate facilities for educating students with disabilities, and 10 were low users. Six factors, including financing and the state-local context, influenced the implementation of LRE. Although the LRE policy has influenced the way that states and districts educate students with disabilities, the federal law and regulations have little control over how leaders view the policy, the structure and political realities present, and the recursive nature of policy systems at all levels.

226.
Morris, C. Donald; Niederbuhl, John M.; & Mahr, Jeffrey M. (1993).

Determining the capability of individuals with mental retardation to give informed consent. American Journal on Mental Retardation, 98(2), 263-272.

mental retardation / informed consent / Intermediate Care Facilities

Interviews were conducted for individuals without mental retardation and with mild or moderate mental retardation in order to determine their capability to provide informed consent to hypothetical treatment vignettes. Protocols were developed to permit structured interviews, and standardized scoring procedures were devised to provide reliable determinations. Use of these procedures resulted in highly reliable ratings across different clinicians, and the likelihood of being determined capable to provide consent was positively related to level of intellectual functioning. Results point to the need to educate individuals with mental retardation about treatment situations and to balance protection from harm with self-determination.

227.
McLeskey, James; & Pacchiano, Debra (1994).

Mainstreaming students with learning disabilities: Are we making progress? Exceptional Children, 60(6), 508-517.

mainstreaming / learning disabilities / policy analysis

This study investigated placement practices for students with learning disabilities over the past 11 years, as reported in the Annual Reports to Congress on the Implementation of P.L. 94-142. From 1979 to 1989, the placement rate for students with learning disabilities being educated in restrictive, separate-class settings almost doubled. Moreover, the proportion of all students with learning disabilities served in separate-class settings increased 4.4%. Little progress is being made toward mainstreaming students with learning disabilities. The article discusses implications of these findings for reform in the provision of special education services.

228.
Neumayer, Robert; Smith, Ralph W.; & Lundegren, Herberta M. (1993).

Leisure-related peer preference choices of individuals with Down syndrome. Mental Retardation, 31(6), 396-402.

leisure and recreation / choice-making

Although full participation in community life should be available to all individuals with mental retardation, some may prefer segregated participation in selected activities. Freedom of choice is particularly important in leisure activities. In this exploratory study the authors investigated whether individuals with Down syndrome would prefer to participate in bowling with other people who had Down syndrome or with people who had no apparent mental retardation. Structured interviews, in conjunction with videotapes of two bowling groups, revealed that 15 of the 21 adult subjects preferred to bowl with others who had Down syndrome. If either segregated or integrated activities are denied to adults with mental retardation, their opportunities for experiencing the benefits of freely chosen leisure participation are also systematically denied.

229.
O'Shea, Dorothy J. (1994).

Modifying daily practices to bridge transitions. Teaching Exceptional Children, 26(4), 29-34.

transition planning / personnel preparation

This article highlights transition issues in terms of sending teachers' or receiving teachers' actions in preparing for, linking, or facilitating students' transitions and demonstrates how teachers' daily practices can be used to promote successful transitions. Each issue is illustrated through steps used by sending and receiving teachers to address transition problems across various grade levels.

230.
Wolfe, Pamela S. (1994).

Judgment of the social validity of instructional strategies used in community-based instructional sites. Journal of the Association for Persons with Severe Handicaps, 19(1), 43-51.

community-based training / attitudes / social validity

This study examined differences in attitude toward the social acceptability of training techniques commonly used in community-based sites (skill acquisition, reduction of inappropriate behaviors, and data collection techniques). The subjects (N = 178) in this investigation were volunteers and members of one of the following four groups: sheltered workshop staff, job

coach staff, fast food restaurant staff, and business students. These groups of respondents represented individuals with a current or future involvement with persons having severe disabilities in community sites. Respondents were asked to complete the Survey of Community-based Training Procedures (SCTP) scale, which measured attitudes toward the social acceptability of antecedent, consequence, and data collection techniques. Results of the study indicated that groups of respondents differentially rated the social acceptability of training techniques. Factors affecting ratings of social acceptability are discussed and implications for future research delineated.

231.
Parsons, Marsha B.; McCarn, Joyce E.; & Reid, Dennis H. (1993).

Evaluating and increasing meal-related choices throughout a service setting for people with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 18(4), 253-260.

quality of life / program development / choice-making

An area of concern regarding quality of life among people with severe disabilities is the amount of choice individuals make during their daily routine. This investigation examined a means of evaluating and increasing meal-related choices in an adult education service setting. A choice provision program was implemented in each of four classrooms in which there was a lack of student choices during break periods relative to other classrooms. The program included stepwise procedures for quantitatively evaluating choice making and systematically presenting choice opportunities along with a supervision component for assisting staff in providing such opportunities. The program was accompanied by increased choices in each classroom. Additionally, a social validity comparison indicated: (a) in four other settings serving people with severe disabilities there were minimal choices, especially when compared with choices reported by adults without disabilities; and (b) the increased choice making accompanying the program in this study was well above the level in the four comparison settings and was comparable to the level reported by people without disabilities. Results are discussed in regard to extending advances in choice making reflected in the literature into routine service settings and using quantifiable assessments of choice making as part of agency best-practices evaluation.

232.
Stainback, Susan; Stainback, William; East, Katheryn; & Sapon-Shevin, Mara (1994).

A commentary on inclusion and the development of a positive self-identity by people with disabilities. Exceptional Children, 60(6), 486-490.

inclusion / self-identity

A growing number of concerned individuals throughout the world, including people with disabilities, their parents, and educators, are advocating that

students with disabilities be educated in the mainstream of neighborhood classrooms and schools. However, some disability-rights advocates believe that if people with disabilities are to have a well-developed sense of identity as adults, they need to have had opportunities in their school years to associate with other people (both children and adults) having similar characteristics and interests. In this article, the authors examine this issue and provide one perspective on how it might be addressed.

233.
Harchik, Alan E.; Sherman, James A.; & Sheldon, Jan B. (1992).

The use of self-management procedures by people with developmental disabilities: A brief review. Research in Developmental Disabilities, 13(3), 211-227.

self-management / developmental disabilities / literature reviews

Self-management procedures, such as self-monitoring, self-administering consequences, and self-instructing, are frequently taught to people with development disabilities. In this paper, research examining the use of self-management procedures is reviewed and critiqued. Areas for future investigation are discussed.

234.
Feretti, Ralph P.; Cavalier, Al R.; Murphy, Mark J.; & Murphy, Roberta (1993).

The self-management of skills by persons with mental retardation. Research in Developmental Disabilities, 14(3), 189-205.

self-management / mental retardation / least restrictive environment (LRE)

The transition of persons with mental retardation to least restrictive environments is often hindered by difficulties in managing their own behavior in the absence of controls. This observation has led to an upsurge or interest in the advantages of teaching self-management skills to persons with mental retardation. This article reviews evidence about the effects of self-management training on the acquisition, maintenance, and generalization of skills. The analyses show that self-management training has been useful in promoting the maintenance of behavior change first effected by external control procedures, but that a dearth of evidence and a number of methodological problems preclude convincing conclusions about its value in promoting generalization. The empirical evidence also suggests that the effectiveness of these procedures may depend upon the cognitive and linguistic abilities of the persons receiving self-management training. Finally, the design of much of the empirical research does not enable the disentanglement of the specific effects of self-management training from those arising from the concurrent application of external control procedures. Carefully controlled componential studies of the effects of self-management training and external control procedures are needed.

235.
Ferguson, Dianne; & Ferguson, Philip (1986).

Families in transition: A qualitative study of parents' perceptions of the move from school to adult life for their children with severe handicaps. In Philip Ferguson (Ed.), Issues in transition research: Economic and social outcomes. (Pp. 13-34). Eugene, OR: University of Oregon, Center on Human Development, Specialized Training Program.

parent attitudes / transition planning

This chapter seeks to understand the needs, wants, and experiences of parents whose children are making the transition from school t work. Where should service delivery and policy implementation concentrate efforts from the perspective of the parents? How, in fact, do the parents view the future of their children? How do they prepare for and experience these transitions? How can transition services be targeted so that they "support, not supplant" the family.

236.
Vandercook, Terri; York, Jennifer; & Forest, Marsha (1989).

The McGill Action Planning System (MAPS): A strategy for building the vision. Journal of the Association for Persons with Severe Handicaps, 14(3), 205-215.

McGill Action Planning System (MAPS) / inclusion / program development

The McGill Action Planning System (MAPS) is a planning process that places primary emphasis on the integral involvement of learners with disabilities in the school community (i.e., regular classes and other typical school environments and activities). The seven key questions that comprise the MAPS process provide a structure that assists teams of adults and children to creatively dream, scheme, plan, and produce results that will further the inclusion of individual children with labels into the activities, routines, and environments of their same-age peers in their school community. This article provides a detailed description of the MAPS process, including the structure used, content covered, and the underlying assumptions of the process. An example of MAPS planning for an elementary age child with severe disabilities is provided, along with suggested modifications that have been used for secondary age students. The final discussion addresses practical considerations for using MAPS, including how it complements an ecological approach to curriculum development and areas requiring further development and evaluation.

237.
HEATH Resource Center (1994).

National resources for adults with learning disabilities. Washington, DC: Author.

learning disabilities / directories

This guide contains a selection of national resources to assist individuals who suspect they may have a learning disability. It is not a comprehensive list of resources, but rather a collection of organizations, publications, and programs. Only organizations that operate on a national level and can put inquirers in contact with regional or local resources have been selected. A short description of each organization's activities is provided to help readers identify which resources are best suited to their needs and concerns. Publications listed in this guide provide general information for adults with learning disabilities. Programs listed not only provide the learning component, but also offer residential housing.

238.
Kauffman, James M. (1993).

How we might achieve the radical reform of special education. Exceptional Children, 60(1), 6-16.

special education / education reform

Special education is experiencing great pressures toward change. We face three immediate tasks created by these pressures: keeping the issue of place in perspective, choosing idea over image, and avoiding fanaticism. To achieve substantive reform, we must disaggregate special education populations, repair and elaborate our conceptual foundations, and strengthen our empirical base. Lasting change is more likely to be achieved by persistent, mundane, but carefully chosen activities than by fashionable actions and images of radical reform.

239.
Hall, Philip S.; & Wheeler, John J. (1993).

An exploratory resource allocation model for implementing supported employment services. Education and Training in Mental Retardation, 28(4), 288-295.

supported employment / program development / job development

The purpose of this paper is to provide an exploratory resource allocation model for projecting the resource allocations necessary to implement community-based supported employment services to persons with mental retardation. The model relied on a survey of regional adult service and public school providers to obtain an estimate of the costs and time-lines required for job development. A multi-variate regression model was used to project the hours that would be required to develop a job site based on the size of the community, the rate of unemployment, and the percent of service jobs. The extant literature was used as a basis for projecting the costs and time-lines for job coaching and follow-along. An applied example of the model is provided.

240.
Lichtenstein, Stephen; & Michaelides, Nike (1993).

Transition from school to young adulthood: Four case studies of young adults labelled mentally retarded. Career Development for Exceptional Individuals, 16(2), 183-195.

case studies / secondary education / transition planning

The current study examined the last years of high school and post-school experiences of four students labeled mentally retarded. All four were participants in a larger state-wide research project funded by a four-year grant from the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS). The goal of this sub-study was to examine the students' high school experiences with a focus upon their transition from youth to early adulthood.

241.
Staub, Debbie; & Hunt, Pam (1993).

The effects of social interaction training on high school peer tutors of schoolmates with severe disabilities. Exceptional Children, 60(1), 41-57.

social skills / severe disabilities / secondary education

This study evaluated the effects of social interaction training on the social interactions directed by high school students without disabilities toward peers with severe disabilities. Eight high school students who were peer tutors in a classroom for students with severe disabilities were matched in pairs and then randomly assigned to interact with and serve as partners for four classmates with severe disabilities. Only one participant in each peer tutor pair received the social interaction training. A statistical analysis indicated that the training increased the frequency of initiations of interactions directed from the students without disabilities toward their partners with severe disabilities. There was also an increase in the proportion of interactions that were social in nature, with a resulting decrease in the frequency of task-related interactions, as well as a significant increase in targeted social behaviors of the participants with severe disabilities.

242.
Simon, Marlene; & Halloran, William (1994).

Community-based vocational education: Guidelines for complying with the Fair Labor Standards Act. Journal of the Association for Persons with Severe Handicaps, 19(1), 52-60.

Fair Labor Standards Act / community integration / vocational training

Community-based vocational education programs come under the jurisdiction of the Fair Labor Standards Act (FLSA) administered through the U.S. Department of Labor. This paper describes guidelines used by the U.S. Department of Education and the U.S. Department of Labor that detail criteria to be met by education agencies to ensure that educational programs operate in compliance with the FLSA. The paper also describes a process used by the authors intended to provide further guidance to education personnel responsible for implementing community-based vocational programs.

243.
Bisconer, Sarah W.; Stodden, Robert A.; & Porter, Mahlon E. (1993).

A psychometric evaluation of curriculum-based vocational assessment rating instruments used with students in mainstream vocational courses. Career Development for Exceptional Individuals, 16(1), 19-26.

vocational evaluation / curriculum-based assessment

The purpose of this study was to conduct a psychometric evaluation of curriculum-based vocational assessment (CBVA) rating instruments and to assess whether the rating categories of Work-Related Behaviors and Generalized Instructional Outcomes were equally applicable across three levels of assessment:
Level 1: assessment of awareness and initial exploration activities in prevocational courses, usually occurring in 6th, 7th, and 8th grades;
Level 2: assessment of in-depth exploration and skill development activities in vocational courses, usually occurring in 9th and 10th grades; and
Level 3: assessment of work-related behaviors and skills in work-study or cooperative work experience activities, usually occurring in 11th and 12th grades.
The study sample consisted of 1,477 completed rating forms on students with mild disabilities who at the time of data collection were attending mainstream vocational courses.

244.
Everington, Caroline; & Stevenson, Thea (1994).

A giving experience: Using community service to promote community living skills and integration for individuals with severe disabilities. Teaching Exceptional Children, 26(3), 56-59.

community integration / independent living skills / severe disabilities

The project described in this article investigated the use of community service as a means of teaching functional community-based skills and increasing visibility in the community. The project was conducted with six high school students ranging from 16 to 21 years of age who had multiple disabilities. The objective of the program was to teach the students community living skills through the establishment of a shopping service for people who were elderly or who had disabilities.

245.
Repetto, Jeanne B.; Tulbert, Beth L.; & Schwartz, Stuart E. (1993).

A statewide transition database: What's happening in Florida. Career Development for Exceptional Individuals, 16(1), 27-38.

Florida / transition planning / model programs

This article describes the development of a database on transition-related programs in the State of Florida. The methodology for developing a database such as this one is described. Issues relating to the (a) use of common terminology in labeling and describing transition-related programs, (b) documentation of program offerings, (c) importance of information dissemination and collaboration in the transition process, and (d) need for current information concerning statewide transition-related programming is also addressed. Additionally, the role of transition in school reform is discussed.

246.
Luckner, John (1994).

Developing independent and responsible behaviors in students who are deaf or hard of hearing. Teaching Exceptional Children, 26(2), 13-17.

hearing impairments / independent living skills

For some students who are deaf or heard of hearing, the development of responsibility and the steps toward independence are relatively smooth. Others, however, have difficulty moving out on their own. In these individuals, many of the skills and behaviors necessary for success in the world of work or postsecondary education have not been developed or mastered during the students' elementary or secondary education program. This article describes how teachers can set up environments that promote the development of responsibility, how they can recognize and reinforce responsibility when it occurs, and how they can learn to refrain from rewarding dependent behaviors.

247.
Benz, Michael R.; & Halpern, Andrew S. (1993).

Vocational and transition services needed and received by students with disabilities during their last year of high school. Career Developmental for Exceptional Individuals, 16(2), 197-211.

secondary education / vocational education / transition planning

The purpose of this paper is to describe the vocational programs and transition planning services that are needed and received by students with disabilities during their last year of high school. Information is also provided on the basic vocational skills that are achieved by students at the

time of leaving school, to provide context for interpreting the findings on services needed and received.

248.
Sitlington, Patricia L.; & Frank, Alan R. (1993).

Success as an adult -- Does gender make a difference for graduates with mental disabilities? Career Development for Exceptional Individuals, 16(2), 171-182.

gender / success / Iowa / follow-up studies

The present study was a subcomponent of the Iowa Statewide Follow-up Study, which was a five-year project designed to study special education graduates and dropouts throughout the state of Iowa. This subcomponent was designed to investigate the adult adjustment of male and female graduates with mental disabilities who had been out of school for three years. The adult adjustment of these individuals was compared to their status one year after graduation.

249.
Rogan, Pat; Hagner, David; & Murphy, Stephen (1993).

Natural supports: Reconceptualizing job coach roles. Journal of the Association for Persons with Severe Handicaps, 18(4), 275-281.

natural supports / job coaching / case studies

This article presents four case examples that illustrate various strategies used by agency personnel to promote job supports for employees with disabilities while minimizing the intrusion of supported employment personnel. Specific strategies include: (a) using personal connections to enhance social support, (b) matching individual preferences and attributes to work-site social climates, (c) collaborating with work-site personnel to develop adaptations and modifications, (d) facilitating and supporting the involvement of work-site personnel, and (e) providing general consultation focused on person-environment factors that promote both the success of the supported employee and the overall business. Each of these strategies is discussed within a natural support framework in relation to reexamining job coach roles. The implications of the four case examples are discussed and areas for further research are suggested.

250.
Krom, Dawn Marie; & Prater, Mary Anne (1993).

IEP goals for intermediate-aged students with mild mental retardation. Career Development for Exceptional Individuals, 16(1), 87-95.

Individualized Education Plan (IEP) / curriculum

The purpose of this study was to examine IEP annual goals of intermediate-aged students with MiMR (grades 7 and 8) in one school district to compare those goals with teachers' self-report of subjects and content taught. In addition, teachers were asked to identify the factors that influence IEP goal development goals and curricular decisions for this population.

251.
Parmenter, Trevor R. (1993).

International perspective of vocational options for people with mental retardation: The promise and the reality. Mental Retardation, 31(6), 359-367.

mental retardation / vocational training

Developments in research into the vocational needs and preparation of people with mental retardation were briefly traced over recent decades. The premise was made that the study of vocational programs for this population should be examined in the context of the labor market developments of individual countries. Areas for future research were identified, with specific reference to community-based vocational programs.

252.
Beck, Joni; Broers, Janet; Hogue, Elonda; Shipstead, Jacque; & Knowlton, Earle (1994).

Strategies for functional community-based instruction and inclusion for children with mental retardation. Teaching Exceptional Children, 26(2), 44-48.

community-based instruction / inclusion / mental retardation

This article presents strategies for teaching functional skills in community settings while at the same time providing maximum inclusive experiences for students.

253.
Dorn, Tobie A.; & Prout, H. Thompson (1993).

Service delivery patterns for adults with mild mental retardation at community mental health centers. Mental Retardation, 31(5), 292-296.

mental health centers / mild disabilities

Results of a national survey on mental health services for adults with mild mental retardation sent to directors of psychological services at community mental health centers was discussed. In general, adults with mild mental retardation were less likely to receive the full array of available

services. Individuals with mental retardation were not frequent consumers of community mental health services and received differential treatment at these Centers. Implications of these findings were discussed.

254.
Kluwin, Thomas N. (1993).

Cumulative effects of mainstreaming on the achievement of deaf adolescents. Exceptional Children, 60(1), 73-81.

deafness / adolescence / mainstreaming

A longitudinal study of 451 deaf adolescents in 15 local school districts across the United States addressed the cumulative impact of mainstream placement on achievement and grade point average (GPA). Initial between-group differences accounted for a greater proportion of the variance in actual achievement but less so for GPA. Advantages accrued to the more mainstreamed students; however, this may be as much related to overall course selection during high school as to the degree of mainstreaming of the student. Students who attended more classes and attended more academically demanding classes did have higher achievement levels across placement categories. The apparent cumulative effect of mainstream placement may be as much a product of different patterns of educational programming as of the advantage of a specific placement. Race as an expression of a constellation of variables was the largest factor in achievement differences but did not affect cumulative GPA.

255.
HEATH Resource Center (1992).

Transition resource guide. Washington, DC: Author.

transition planning / directories

This guide is designed to alert parents and professionals to the types of transition planning and programming which have been developed up to now. It offers an overview of non-collegiate educational options after high school for students with disabilities who need additional time and training to prepare for adulthood. In addition to descriptions of various programs and publications, the guide provides extensive contact information for people, organizations, publications, and other media. The guide concludes with a check list for taking action and current national data about students with disabilities in transition between high school and beyond.

256.
HEATH Resource Center (1993).

Resource Directory 1993-1994. Washington, DC: Author.

transition planning / directories

This directory is a biannual selection of resources in the major areas of interest in the field of postsecondary education and disability, rather than a comprehensive list of such resources. Many of the organizations included can respond to questions about an individual's own situation, and most can provide published materials. In addition, staff may be asked about sources of assistance close to the caller's location.

257.
Hughes, Carolyn; & Agran, Martin (1993).

Teaching persons with severe disabilities to use self-instruction in community settings: An analysis of applications. Journal of the Association for Persons with Severe Handicaps, 18(4), 261-274.

self-instruction / community-based instruction

Community instruction for individuals with severe disabilities rarely incorporates programming for independence. This article reviews and analyzes investigations of the effects of self-instructional programs on increasing the independence of persons with moderate or severe mental retardation in integrated environments. The conceptual role of self-instruction in promoting behavior change is discussed and variations in self-instructional teaching approaches are analyzed. Overall, the feasibility of teaching persons with severe disabilities to self-instruct to promote acquisition, generalization, and maintenance across diverse skills is supported. Methodological issues related to investigations of self-instruction are discussed, recommendations for implementing self-instructional programs are provided, and directions for future research are proposed.

258.
Rojewski, Jay W. (1993).

Theoretical structure of career maturity for rural adolescents with learning disabilities. Career Development for Exceptional Individuals, 16(1), 39-52.

learning disabilities / rural areas / career development

The present study was undertaken to describe career maturity of rural secondary students with learning disabilities and examine the influence of select variables on this construct.

259.
Wehmeyer, Michael L. (1994).

Employment status and perceptions of control of adults with cognitive and developmental disabilities. Research in Developmental Disabilities, 15(2), 119-131.

quality of life / self-advocacy / program development / choice

This study was designed to examine the relationship between individual perceptions of control and employment status among adults with cognitive and developmental disabilities. The literature implies that one factor influencing perceptions of quality of life is the amount of control the person experiences across various domains. It was hypothesized that individuals employed in competitive work situations would evidence more positive perceptions of control than would their peers currently unemployed or employed in sheltered settings. Surveys containing the adult version of the Nowicki-Strickland Internal-External Scale and requesting information about age, gender, and employment status were mailed to self-advocacy groups. For the more than 200 respondents, there were significant differences in locus of control scores among individuals employed competitively, individuals employed full-time, respondents in sheltered environments, individuals currently unemployed, and all other groups. Individuals unemployed and employed in sheltered settings perceived themselves as having less control than individuals employed competitively. These results are examined in light of quality of life findings, focusing on the need to include choice and control in programming for people with cognitive and developmental disabilities.

260.
Kohler, Paula D. (1993).

Serving students with disabilities in postsecondary education settings: A conceptual framework of program outcomes. Ph.D. Dissertation, University of Illinois at Urbana-Champaign.

outcomes of education / postsecondary education / program development

This study identified outcomes of postsecondary education programs serving students with disabilities, developed a conceptual framework of outcomes, and ascertained the relative importance of outcomes in meeting the needs of students. A three-phase, structured conceptualization process was conducted using survey techniques to identify and organize program outcomes, and to evaluate results. Findings indicated that participants agreed with the concept maps to a moderate degree, and anticipated that they would be useful for program planning, evaluation, organization, and communication.

261.
Snyder, Thomas D.; Hoffman, Charlene M.; & National Center for Education Statistics. (1993).

Digest of education statistics 1993. Washington, DC: U.S. Government Printing Office.

educational statistics / United States

This 1993 edition of the Digest of Education Statistics is the 29th in a series of publications initiated in 1962. Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The Digest includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES).

262.
Gerald, Debra E.; Hussar, William J.; & National Center for Education Statistics (1993).

Projections of education statistics to 2004. Washington, DC: U.S. Government Printing Office.

educational statistics / United States

This edition of Projections of Education Statistics to 2004 is the 23rd report in a series begun in 1964. This report provides revisions of projections shown in Projections of Education Statistics to 2003 and includes statistics on elementary and secondary schools and institutions of higher education at the national level. Included are projections for enrollment, graduates, classroom teachers, and expenditures to the year 2004. The projections presented in this report reflect the 1990 census. The revised population projections developed by the Bureau of the Census reflect the incorporation of the 1992 estimates and latest assumptions for the fertility rate, net immigration, and mortality rate.

263.
Hayden, Mary F.; Abery, Brian H. (Eds.) (1994).

Challenges for a service system in transition: Ensuring quality community experiences for persons with developmental disabilities. Baltimore: Paul H. Brookes Publishing Co.

inclusion / community integration / research synthesis

This book represents an accumulation of research and demonstration activities of the Rehabilitation Research and Training Center (RRTC) on Residential Services and Community Living, a collaborative program involving the Institute on Community Integration at the University of Minnesota, the

Center on Human Policy at Syracuse University, and the University Affiliated Program (UAP) on Developmental Disabilities at the University of Illinois at Chicago. The RRTC started in 1988 with the goals of providing research information, demonstration of effective practices, technical assistance, and training to assist and support individuals with mental retardation and other developmental disabilities in order to increase their presence, participation, and empowerment within the community. This book describes what has been learned in pursuit of this goal.

264.
Martin, James E.; Marshall, Laura Huber; & Maxson, Laurie Lee (1993).

Transition policy: Infusing self-determination and self-advocacy into transition programs. Career Development for Exceptional Individuals, 16(1), 53-61.

transition planning / self-determination / self-advocacy

Because many special education students leave school without a vision of their future or any idea of how to plan for it, the authors believe students need to learn self-determination skills to advocate for themselves. The new provisions of the Individuals with Disabilities Education Act provide an opportunity for special educators to infuse self-determination skill training into a comprehensive transition program. One way to do this is to teach students to direct and manage their own IEP. The challenge facing special educators is to develop effective curriculum to accomplish this task. This article discusses federal transition law, the IEP, self-determination and types of advocacy, and self-advocacy based transition policy.

265.
Crapps, John M.; & Stoneman, Zolinda (1989).

Friendship patterns and community integration of family care residents. Research in Developmental Disabilities, 10(2), 153-169.

friendship / community integration

Friendship patterns and community integration of mentally retarded persons living in family care homes were examined. A sample of 104 home providers completed a set of questionnaires which provided information on demographic characteristics, client maladaptive behavior, climate of the home, amount and variety of participation in community environments, and number and frequency of visitations with friends. Family care home residents were reported to have both handicapped and nonhandicapped friends and to participate in numerous community environments. Other evidence, however, raised questions about the selection of friendships and the independence of community integration. Correlates of community participation and friendship visits were examined. Results are discussed in terms of possible implications for family care services.

266.
Brown, Fredda; Belz, Patricia; Corsi, Linda; & Wenig, Bonnie (1993).

Choice diversity for people with severe disabilities. Educational and Training in Mental Retardation, 28(4), 318-326.

choice-making / severe disabilities / program development

Opportunities to participate in making choices are often limited for individuals with severe disabilities. When choices are provided for these individuals, they are not often the types of choices that allow the individual control over daily events. In order for choice-making to be meaningful to an individual, opportunities must be available throughout the day in all contexts and include a range of choices beyond just a simple choice of two materials within an activity (e.g., "Do you want juice or milk"). This article provides practitioners with guidelines for identifying a wide range of meaningful choices available to individuals within the context of their daily lives.

267.
Manganello, Robert E. (1994).

Time management instruction for older students with learning disabilities. Teaching Exceptional Children, 26(2), 60-62.

learning disabilities / time-management instruction

Time management is an essential skill for high school and college students as well as for students with learning disabilities who plan to enter the workforce upon graduation from high school. Time management strategies can be taught effectively by modeling desired behaviors. This article describes several strategies the might mitigate the effects of poor time management skills.

268.
Yan, Xiaoyan; Mank, David; Sandow, Dennis; Rhodes, Larry; & Olson, Deborah (1993).

Co-workers' perceptions of an employee with severe disabilities: An analysis of social interactions in a work setting. Journal of the Association for Persons with Severe Handicaps, 18(4), 282-291.

co-worker attitudes / social skills / severe disabilities / clique analysis

In reviewing the literature related to social integration and social support, there are important questions that should be addressed: In work settings where little, if any, job coach support is available, can employees with severe disabilities participate in the natural social groupings of the other employees? If the answer is yes, how does their participation compare with employees without disabilities? This paper addresses these questions by providing co-workers' perceptions about the social participation of an

employee labeled severely disabled in a natural work setting using a behavior assessment tool, clique analysis. Following an introduction to clique analysis, the authors present information about the data collection method and the results of the study. Finally, implications of the results are discussed.

269.
Halpern, Andrew S.; Doren, Bonnie; & Benz, Michael R. (1993).

Job experiences of students with disabilities during their last two years in school. Career Development for Exceptional Individuals, 16(1), 63-73.

follow-up studies / secondary education / employment

The purpose of this report is to describe the job experiences, during the last years of school, of a representative sample of students with disabilities from Oregon and Nevada. Similar information from a comparison group of non-disabled students is also presented, in order to provide a context for interpreting the findings. The findings presented in this report are part of a 3-year follow-along study of students with disabilities who are in the process of transition from school into their adult communities. The information was first collected in 1990, while the students were in their last year of school.

270.
Furney, Katie Shepherd; Carlson, Nancy; Lisi, Deborah; & Yuan, Susan (1993).

Speak up for yourself and your future! A curriculum for building self-advocacy & self-determination skills. Burlington, VT: Enabling Futures Project, Department of Special Education, University of Vermont. (Comp. No. 84.158S - OSERS File No. 260)

curriculum / Enabling Futures Project / Vermont / self-determination / self-advocacy

This curriculum was written to promote the concepts of self-advocacy and self-determination for students at the junior high and high school level. Self-advocacy and self-determination are related concepts, which come from a belief system that values the right of individuals to make choices. The authors of this curriculum believe that schools can enhance students' ability to determine their own futures and speak for themselves by: 1) embracing the philosophy that students with and without disabilities can and should make their own choices, 2) teaching a specific set of communication and goal-setting skills which will promote self-advocacy and self-determination, and 3) incorporating this overall value system and related set of skills throughout the curriculum at the secondary level.

271.
Furney, Katie Shepherd; with contributions from Nancy Carlson, George Salembier, Lia Cravedi-Cheng, and Stacy Blow (1994).

Making dreams happen: How to facilitate the MAPS process. Burlington, VT: Vermont Transition Systems Change Project. [Adapted from O'Brien, J. & Forest, M., with Snow, J. & Hasbury, D. (1989). Action for Inclusion. Toronto, Canada: Frontier College Press.]

Making Action Plans (MAPS) / transition planning

This manual and the accompanying videotape (next entry) illustrate the use of an adapted version of the MAPS process in IEP/transition planning. MAPS (Making Action Plans) is a planning tool which results in an outline of where a student wants to go, and how he/she will get there. The process uses a personal futures planning approach, in which plans for an individual's future are built on the dreams and hopes of that person, rather than on the ideas of professionals about what seems "best" for him or her.

The manual contains background information on MAPS, a rationale for conducting the process, descriptions and guidelines for each of the MAPS steps, a copy of the MAP completed in the video, a process for using information from the MAP to develop a formal IEP/transition plan, notes on conducting follow-up MAPS, and some general suggestions for ways to allow the process to flow smoothly.

272.
Furney, Katie Shepherd; with contributions from Nancy Carlson, George Salembier, Lia Cravedi-Cheng, and Stacy Blow (1994).

Making dreams happen: How to facilitate the MAPS process [Videotape]. Burlington, VT: Vermont Transition Systems Change Project.

Making Action Plans (MAPS) / transition planning / video productions

This 45-minute videotape and the accompanying manual (previous entry) illustrate the use of an adapted version of the MAPS process in IEP/transition planning. MAPS (Making Action Plans) is a planning tool which results in an outline of where a student wants to go, and how he/she will get there. The process uses a personal futures planning approach, in which plans for an individual's future are built on the dreams and hopes of that person, rather than on the ideas of professionals about what seems "best" for him or her.

The videotape contains interviews with people who have participated in MAPS, and their thoughts on the purposes and benefits of the process. A 30-minute, condensed version of an actual MAP allows viewers to gain a further understanding of the process and the roles of the facilitator, recorder, and other participants. Finally, wrap-up interviews with former MAPS participants describe a range of students for whom MAPS might be beneficial.

273.
Browning, Philip; & Nave, Gary (1993).

Teaching social problem solving to learners with mild disabilities. Education and Training in Mental Retardation, 28(4), 309-317.

social skills / learning disabilities / curriculum

This study examined a social problem-solving curriculum by evaluating its utility and investigating its effectiveness. The interactive video-based curriculum was field-tested in 16 special classes and represented 16 teachers serving 104 secondary-aged students with mild learning handicaps (educable mentally retarded and learning disabled). The research design employed two groups and addressed their equivalency by matching individual classes on the basis of both student disability and class size, and then by randomly assigning classes to either Group A or Group B. Two of the four measures pertained to curriculum evaluation; whereas, the remaining two measures assessed student performance using analysis of covariance, correlated t tests, and a calculation of effect sizes. Both the teachers' and students' evaluation of the curriculum were favorable and student performance gains were, for the most part, both statistically and educationally significant.

274.
Botuck, Shelly; Levy, Joel M.; Rimmerman, Arie; Murphy, Beth S.; Levy, Philip H.; & Kramer, Michael E. (1993).

Urban young adults with mental retardation: Job training, job placement, and job retention. Career Development for Exceptional Individuals, 16(2), 213-224.

urban areas / job placement / job retention / vocational training / program development

The current study, which involves a pre-employment training phase, examines the progress of 44 young adults with mental retardation in an employment training program in a major urban center.

275.
Caulfied, Margo; Carey, Coral S.; & Mason, Christine Y. (1994).

Appropriate job accommodations for people with HIV/AIDS: A manual to assist employers. Washington, DC: National Association of Rehabilitation Facilities.

HIV/AIDS / vocational rehabilitation / accommodations

This manual (a video is also available) has been developed to help vocational rehabilitation (VR) counselors and businesses effectively deal with the issues surrounding HIV/AIDS. The ultimate goal is to assist both the VR counselor and the employer to keep the person with HIV/AIDS in the workplace

for as long as possible. In this way, the person remains a vital part of his or her community and helps to reduce costs by being less dependent on social services and disability benefits.

276.
Burchard, Sara N.; Hasazi, Joseph S.; Gordon, Lawrence R.; & Yoe, James (1991).

An examination of lifestyle and adjustment in three community residential alternatives. Research in Developmental Disabilities, 12(2), 127-142.

community integration / quality of life / residential facilities

Lifestyle normalization, community integration, adjustment, social support, and personal satisfaction were examined for 133 adults with mild and moderate retardation living in small group homes, supervised apartments, and with their natural families. Results of questionnaires and structured interviews with care providers showed that the residence settings supported quite different lifestyles with respect to independence, lifestyle normalization, and integration. Persons in supervised apartments achieved the most normative lifestyles with greater personal independence and community integration while reporting levels of lifestyle satisfaction and personal well-being similar to that of persons living with their own families. Results also showed that social integration, that is, participation in activities with peers without disabilities, was extremely limited for all participants, even those living in natural families. The study exemplifies the use of a residential typology to investigate the relationship of environmental factors to community adjustment. It also exemplifies the use of multiple perspectives and multiple measures to evaluate quality of life in community living alternatives.

277.
Miller, Darcy E. (1994).

"On your own": A functional skills activity for adolescents with mild disabilities. Teaching Exceptional Children, 26(3), 29-32.

functional skills / independent living / curriculum

This articles describes, "On Your Own", an activity that provides an opportunity for students to apply cognitive and academic skills in a student-centered small group by doing functional projects that are motivating and instructional. Through a series of integrated activities, adolescents with mild disabilities learn how to find an apartment, budget within their income, understand a paycheck, and develop other financial skills that enhance independent living.

278.
Ittenbach, Richard F.; Bruininks, Robert H.; Thurlow, Martha L.; & McGrew, Kevin S. (1993).

Community integration of young adults with mental retardation: A multivariate analysis of adjustment. Research in Developmental Disabilities, 14(4), 275-290.

community integration / follow-up studies

The purpose of the present study was to determine whether differences in community adjustment existed for three groups of young adults with mental retardation using data organized on the basis of four empirically validated factors identified in prior research. A descriptive discriminant function analysis was used as a follow-up to a statistically significant multivariate analysis of variance F-ratio. Results obtained from the discriminant analysis indicated that five variables (number of limiting factors, earned income, number of support services, living arrangements, number of daytime activities) contributed substantially to separation of the three group centroids.

279.
Altman, Barbara M.; & Cunningham, Peter J. (1993).

Dynamic process of movement in residential settings. American Journal on Mental Retardation, 98(2), 304-316.

residential facilities / follow-up studies

Findings from the 1987 National Medical Expenditure Survey show that almost 16% of individuals with mental retardation who spent some time in a residential facility during 1987 moved into other living arrangements during 1987. A smaller number had multiple moves during the period. However, this level of movement did not result in significant changes in the residential population between the beginning and end of 1987. Most movement that occurred was between residential facilities of the same type. For the most part, individuals ended the year in the same type of residential setting where they began the year. These findings suggest that there is considerably more mobility among residential populations than can be observed by examining annual rates of change in residential populations.

280.
Field, Sharon; Hoffman, Alan; Sawilowsky, Shlomo; & St. Peter, Susan (1994).

Skills and Knowledge for Self-Determination: Final report. Detroit: Wayne State University. (Comp. No. 84.158K - OSERS File No. 272)

final reports / Michigan / self-determination

The Developmental Disabilities Institute and the College of Education at Wayne State University recently completed a three year effort to (a)

investigate skills promoting self-determination and (b) develop and evaluate strategies that help individuals acquire these skills. Staff investigated factors promoting self-determination. A review of the literature on self-determination and related concepts such as assertiveness, creativity, advocacy, and empowerment was the first avenue of investigation. This investigation also included conducting structured interviews with adults, with and without disabilities, to determine factors facilitating or inhibiting self-determination. Finally, structured observations were performed in a variety of school settings. Knowledge gained during interviews, observations, and the literature review was used to develop an instructional program for teaching self-determination skills to youth with and without disabilities in integrated environments.

Three assessment instruments were developed to assess self-determination knowledge and skills: Self-Determination Scale (SDS), Self-Determination Observation Checklist (SDOC), and Teacher Perception Scale (TPS). The Steps to Self-Determination curriculum was field tested using these assessment instruments as pretest and posttest measures.

Dissemination activities included distribution of the Steps to Self-Determination curriculum, the literature review and synthesis, the annotated bibliography, and the curriculum design document. These four documents are attachments to this final report. (See Entry Nos. 281, 282, 283, and 284).

281.
Field, Sharon; & Hoffman, Alan (1992).

Steps to self-determination: The self-determination curriculum. Detroit: Wayne State University. (Comp. No. 84.158K - OSERS File No. 272)

curriculum / self-determination / secondary education

The purpose of this curriculum is to help students, with and without disabilities, become more self-determined. Self-determined people play an active role in creating their lives. They assume responsibility for initiating action to achieve what they desire and for responding to events in a manner that is consistent with their goals. Within this curriculum, participants will be supported in developing skills, knowledge and experience that will help them to be more self-determined. This curriculum is intended for students in secondary school programs. It is designed to be delivered in one 55 minute orientation session, one six hour workshop session and 16 sessions of approximately 55 minutes in length. The curriculum can be delivered as part of a regularly scheduled class or it can be scheduled similarly to an extra-curricular activity.

282.
St. Peter, Susan; Field, Sharon; & Hoffman, Alan (1992).

Self-determination: A literature review and synthesis. Detroit: Wayne State University. (Comp. No. 84.158K - OSERS File No. 272)

literature reviews / self-determination

The purposes of the literature review are to (a) develop a definition of self-determination, (b) identify environmental factors affecting self-determination, and (c) suggest strategies for facilitating self-determination.

283.
St. Peter, Susan; Field, Sharon; Hoffman, Alan; & Keena, Virginia (1992).

Self-determination: An annotated bibliography. Detroit: Wayne State University. (Comp. No. 84.158K - OSERS File No. 272)

literature reviews / self-determination

The purpose of this bibliography is to highlight a sampling of professional literature that may contribute to understanding self-determination and its facilitation. This annotated bibliography includes sources focusing on disability and sources that do not. The sample is by no means exhaustive; nor is it the result of random selection. It is an attempt to explore various theoretical frameworks and how they relate to self-determination skills and knowledge.

284.
LeRoy, Barbara (1992).

Designing curriculum for all students. Detroit: Wayne State University. (Comp. No. 84.158K - OSERS File No. 272)

curriculum / program development / self-determination

This document is intended to provide the curriculum development team with information on how to structure a curriculum for learners with a wide variety of learning styles and needs. It provides a template for curriculum writing that can be used as a guide in the development of a curriculum in any subject area.

285.
National Center on Educational Outcomes (1991).

Assessing educational outcomes: State activity and literature integration (Synthesis report). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

outcomes of education / special education / regular education

The purpose of this document is to provide a synthesis of information that is available in the current literature on the following topics:

1. Educational reform and its current status in the United States
2. Definitions of key terms
3. Current models of educational indicators in both general education and special education
4. Current status of outcomes indicators/activities in both general education and special education
5. Critical issues in the development of a comprehensive system of educational indicators.

286.
Madson, David P.; Gibney, Kristie L; Thurlow, Martha L.; & Ysseldyke, James E. (1992).

Synthesis report update 1992: Policy groups and reports on assessing educational outcomes (Synthesis Report 2). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

outcomes of education / policy analysis

The purpose of this document is to provide an update to information presented in the first synthesis report (see Entry No. 3926 above). Specifically, this report provides information on the key national policy groups involved in outcomes-related activities and on key reports that have been produced by these groups and others during the past year.

287.
Ysseldyke, James E.; Thurlow, Martha L.; Bruininks, Robert H.; Deno, Stanley L.; McGrew, Kevin S.; & Shriner, James G. (1991).

A conceptual model of educational outcomes for children and youth with disabilities (Working Paper 1 [revised] - draft). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

outcomes of education / indicators / program evaluation

The National Center on Educational Outcomes (NCEO) was established in October 1990 to work with states and other policy groups to develop a model of educational outcomes for students with disabilities and to generate a list of indicators of these outcomes. The model and list of indicators are to evolve over time as input is received from key stakeholders and others interested in assessing educational outcomes. This paper represents a preliminary statement of these issues that will likely be modified through extensive consultation with policymakers, education evaluators, educational researchers, parents, persons with disabilities, and persons from diverse racial, ethnic, and linguistic backgrounds.

288.
Gilman, Cheri J.; Thurlow, Martha L.; & Ysseldyke, James E. (1992).

Responses to Working Paper 1: Conceptual model of educational outcomes for children and youth with disabilities (Synthesis Report 3). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

outcomes of education / indicators / program evaluation

The input on "Working Paper 1" (see Entry No. 287 above) that is synthesized in this report is organized around the broad areas of underlying assumptions, NCEO's conceptual model and indicators, unresolved issues, and general comments/concerns. Each of these sections includes a synthesis of comments that reflect support for a particular position, concerns, suggested alternatives or refinements and sample comments.

289.
Ysseldyke, James E.; Thurlow, Martha L.; Bruininks, Robert H.; Gilman, Cheri J.; Deno, Stanley L.; McGrew, Kevin S.; & Shriner, James G. (1992).

An evolving conceptual model of educational outcomes for children and youth with disabilities (Working Paper 2). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

outcomes of education / indicators / program evaluation

The National Center on Educational Outcomes (NCEO) was established in October, 1990, to work with states and other policy groups to develop a model of educational outcomes for students with disabilities and to generate a list of indicators of these outcomes. The model and list of indicators are to evolve over time as input is received from key stakeholders and others interested in assessing educational outcomes. This paper represents an updated statement of these issues (see original statement in Working Paper 1 - Entry No. 287 above).

290.
McGrew, Kevin S.; Spiegel, Amy N.; Thurlow, Martha L.; Ysseldyke, James E.; Bruininks, Robert H.; & Shriner, James G. (1992).

Outcomes for children and youth with disabilities: Secondary analysis of national data collection programs (Working Paper 3). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

outcomes of education / data analysis

This report summarizes the process and procedures used by the NCEO to identify and review national data collection programs that may be used in the production of policy-relevant reports on the status of children and youth with disabilities. The report is divided into two major parts. The first part, "What is Secondary Analysis?", provides a general overview of the definition

and nature of secondary data analysis. The next part of the report, "NCEO Secondary Analysis Activities," describes and summarizes the process that the NCEO is using to prioritize and conduct secondary data analyses. The complete report is a "working" document that will be updated periodically to reflect progress on these activities.

291.
Thurlow, Martha L. (1993).

Implications of outcomes-based education for children with disabilities (Synthesis Report 6). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

outcomes of education / policy analysis

The discussion in this paper will be from the perspective of the National Center on Educational Outcomes, which was established in 1990 in response to the need to bring students who receive special education services into the discussion of expected educational outcomes. The Center is working with federal and state agencies to identify expected educational outcomes for all students, including those with disabilities. It is working also with several policymaking groups that are developing standards in academic content areas, and other groups that are generating ideas for national tests or systems of assessments. These perspectives have given Center staff opportunities to address the outcomes-based education movement in light of broader considerations. These will be reflected in this paper.

292.
National Center on Educational Outcomes (1991).

State practices in the assessment of outcomes for students with disabilities (Technical Report). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

outcomes of education / state surveys

In order to provide current information about what states are doing related to outcomes assessment, and to inform policymakers and educators about changes in practice that are occurring, the National Center on Educational Outcomes (NCEO) is conducting surveys and reviews of state practices in outcomes assessment. During the five years from 1991 to 1995, NCEO is surveying the status and the future plans of all states and territories regarding the assessment of outcomes. The results of this survey are published in two forms: a technical report, and an annual summary report. This document is the technical report for the first Survey of State Practices. It describes the methodology, results, and conclusions of the 1991 Survey.

293.
Shriner, James G.; Kim, Dong-il; Thurlow, Martha L.; & Ysseldyke, James E. (1993).

IEPs and standards: What they say for students with disabilities (Technical Report 5) Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Individualized Education Plan (IEP) / math / program evaluation

The purpose of this paper is to describe the degree to which the IEPs of students with disabilities match the established standards and statements of expected performance in the content area of mathematics. An examination of the NAEP proficiency levels is presented to illustrate student achievement relative to national standards. The authors also examined local district objectives and their relationship to student IEPs, since teachers are most likely to have access to local documents for reference in IEP develop.

294.
Fetterman, David M. (1994).

Empowerment evaluation. (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

empowerment evaluation / program evaluation / dissemination series articles

This paper explains what empowerment evaluation is and how it can be used in program evaluation and development. The focus is on helping people help themselves. This evaluation approach is problem focused, collaborative, and requires both qualitative and quantitative methodologies. It is also highly flexible and can be applied to evaluation in any area, including health, education, business, agriculture, microcomputers, non-profits and foundations, government, and technology. It is a multifaceted approach with many forms, including training, facilitation, advocacy, illumination, and liberation.

295.
Baggett, David (1994).

Using a project portfolio: Empowerment evaluation for model demonstration projects (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / model programs / portfolio assessment / dissemination series articles

A portfolio of activities is an action-oriented process that allows staff to conduct a continuous, thorough, self-determining evaluation. The author uses a portfolio for recording and evaluating the works of a model

postsecondary project. Using a portfolio for collecting, describing, and documenting a project's successes, efforts, and failures enables project staff to take-stock of their accomplishments to date, track their progress towards reaching stated goals or objectives, and foster an awareness of the fullness of their efforts. The author summarizes the key concepts of empowerment evaluation and self-determination to provide readers with a theoretical framework from which to operate, discusses selection criteria for inclusion of portfolio materials, and identifies the advantage and benefits of using a portfolio.

296.
Bragg, Debra D. (1994).

Implementing total quality management practices in educational programs (Evaluation Technical Assistance: Dissemination Series). Champaign, IL: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

program evaluation / total quality management (TQM) / dissemination series articles

Total quality management (TQM) is being adopted by American business and industry to improve the quality of products and services as well as increase productivity and economic competitiveness. Recently educators have begun to examine TQM and consider its implications for educational settings. This paper explores the idea of implementing TQM management practices in educational programs and addresses the following questions: What are the core concepts of TQM and how do they apply to educational programs? What strategies need to be employed to implement TQM in education?

297.
National Center on Educational Outcomes (1992).

State special education outcomes 1991: A report on state activities in the assessment of educational outcomes for students with disabilities. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

outcomes of education / state surveys

The state survey and yearly follow-ups are being conducted to address the needs of state directors, policymakers and others for information about current state activities in multiple outcomes areas: knowledge, skills, status, and attitudes of students with disabilities. The specific objectives of this survey were to:
1. Develop an ongoing system to describe the status of state activities to assess educational outcomes.
2. Develop an ongoing tracking system of procedures and practices used by states to include and make accommodations in the assessment of students with disabilities.

3. Identify persistent barriers and needs of states related to outcomes assessment.
4. Identify state data bases that might be used to create a national data base of outcomes for students with disabilities.

Data presented in this document have been extracted from an extensive technical report on the survey. NCEO will update the state survey annually to address key issues and to document changes in state outcomes assessment practices.

298.
Barnett, Lynn (Ed.) (1992).

Directory of disability support services in community colleges 1992. Washington, DC: American Association of Community Colleges. (Comp. No. 84.078C - OSERS File No. 300)

community colleges / support services / directories

The intent of this directory is to help provide a more comprehensive understanding of the role that community colleges play in providing training, education, and services for individuals with disabilities.

299.
Baggett. David (1994).

A handbook on disability: A resource guide for the university community 1994/95. Amherst, MA: University of Massachusetts, Learning Disabled Student Services. (Comp. No. 84.078C - OSERS File No. 305)

support services / Project I CAN / Massachusetts / postsecondary education

Ensuring a quality postsecondary educational experience for students with disabilities requires that university professionals possess a basic understanding of students with disabilities and disabling effects, a general knowledge of resources and support services, and a basic understanding of educational and occupational accommodations. In order to serve as an effective advocate, professionals need to be able to identify the support network. Having a knowledge of the support network enables professionals to operate as a source for information and referral. The primary purpose of this resource guide is to help postsecondary professionals fulfill this role.

300.
Danek, Marita M. (1993-94).

Rehabilitation Act Amendments and the Helen Keller National Center Act of 1992: Implications for consumers with hearing loss. American Rehabilitation, 19(4), 8-15.

hearing impairments / federal legislation

This article will summarize major issues regarding full and equitable inclusion for persons with hearing loss in rehabilitation programs and services authorized through the Rehabilitation Act of 1973, review recommendations made by the Commission on Education of the Deaf (COED) and the Council of Organizational Representatives (COR) -- a coalition of organizations serving people who have hearing loss -- and identify changes in the 1992 Rehabilitation Act Amendments that hold promise for continued improvement in services to rehabilitation consumers with hearing loss.

301.
Long, Nancy M.; Ouellette, Sue E.; Long, Greg; & Dolan, Katie (1993-94).

Historical overview of services to traditionally underserved persons who are deaf. American Rehabilitation, 19(4), 2-7.

deafness / support services

The goal of this article is to describe characteristics that may be found among traditionally underserved persons who are deaf and to provide information on how the this population is defined. A brief history of services offered is also included, along with a discussion of future directions.

302.
Johnson, David R.; Thompson, Sandra J.; Sinclair, Mary F.; Krantz, Gordon C.; Evelo, Sheryl; Stolte, Kristin; & Thompson, James R. (1993).

Considerations in the design of follow-up and follow-along systems for improving transition programs and services. Career Development for Exceptional Individuals, 16(2), 225-238.

follow-up studies / transition planning / program development

The purpose of this paper is to: (a) examine the general qualities and limitations of contemporary information utilization in special education program planning and improvement; (b) discuss the results of a four-year, OSERS-funded transition follow-along and follow-up research and demonstration project in Minnesota; and (c) describe methods and strategies for organizing, managing, and reporting follow-along and follow-up information in the improvement of secondary special education and transition services. The primary assumption of this paper is that effective planning and management of transition programs must be based on ongoing and systematic evaluations of both the postschool outcomes of former special education students and accurate and complete in-school follow-along information on student, family, school, and community characteristics.

303.
Young, Mary Ellen; Alfred, Wayne G.; Rintala, Diana H.; Hart, Karen A.; & Fuhrer, Marcus J. (1994).

Vocational status of persons with spinal cord injury living in the community. Rehabilitation Counseling Bulletin, 37(3), 229-243.

follow-up studies / spinal cord injury (SCI)

A sample of 140 persons was drawn randomly from a community-based sampling frame of 640 persons with spinal cord injury (SCI) to examine the vocational status of persons with SCI living in the community. Individual differences in vocational status and productivity were explored in terms of (a) demographic variables such as sex and age and (b) variables associated with the concepts of impairment and disability as defined by the World Health Organization. Data were derived from questionnaires, a home interview, and a comprehensive physical examination conducted at a rehabilitation hospital. Of the participants, 27% were employed, with 3% in unpaid productive activities, and 38% unemployed. Sex, ethnicity, education, and disability were statistically significant correlates of vocational status.

304.
Rusch, Frank R.; Enchelmaier, John F.; & Kohler, Paula D. (1994).

Employment outcomes and activities for youths in transition. Career Development for Exceptional Individuals, 17(1), 1-16.

program development / transition planning / model programs

The purpose of this investigation was to identify outcomes and related activities associated with model programs focusing upon employment of youths during the transition period, generally considered to be the period immediately prior to and after exiting school (i.e., 16-25 years of age).

305.
Schriner, Kay Fletcher; & Bellini, James L. (1994).

Analyzing transition policy implementation: A conceptual approach. Career Development for Exceptional Individuals, 17(1), 17-27.

program implementation / federal legislation / policy analysis

The purpose of this article is to present a conceptual model for analyzing the transition policy implementation process. The authors define implementation as that part of the policy process which begins with the passage of legislation and ends with the conduct of specific steps which have been either explicitly or implicitly required by the legislation.

306.
Kohler, Paula D. (1994).

On-the-job training: A curricular approach to employment. Career Development for Exceptional Individuals, 17(1), 29-40.

on-the-job training / Florida / curriculum / program evaluation / BEST (Brevard's Exceptional Students in Transition)

The purpose of this study was to assess the effects of the Brevard's Exceptional Students in Transition (BEST) program at the end of the first year upon student progress in three employment areas: work-related behaviors, generalized skill outcomes, and specific skill outcomes. Specifically, this investigation focused on the change in student skill levels of students participating in the on-the-job training curriculum during the 1989-90 academic year.

307.
Rusch, Frank R.; Kohler, Paula D.; & Rubin, Stephen (1994).

Descriptive analysis of OSERS-sponsored postsecondary education model programs. Career Development for Exceptional Individuals, 17(1), 53-63.

postsecondary education / model programs / program evaluation

The purpose of this investigation was to identify outcomes reported by 45 postsecondary model demonstration projects funded by the Office Special Education Programs. Attention also focused on the most frequently cited purposes, activities, and barriers cited by the projects.

308.
Lehmann, Jean P.; & Baker, Cliff (1994).

Mother's expectations for adolescent children: A comparison between families of adolescents with disabilities and those with non-labeled adolescents. Career Development for Exceptional Individuals, 17(1), 41-51.

parent attitudes / outcomes of education

The purpose of this study was to explore the expectations mothers have for different types of children graduating from high school. Mothers with disabled and non-labeled youths were compared in order to determine what, if any, differences exist in the beliefs held by the two sets of parents regarding the futures of children, particularly those with disabilities.

309.
Stodden, Robert A.; & Leake, David W. (1994).

Getting to the core of transition: A re-assessment of old wine in new bottles. Career Development for Exceptional Individuals, 17(1), 65-76.

systems change / policy analysis / transition planning

The authors suggest that in order to effectively reorient the education system so it supports transition, it is necessary to understand the broader context in which current school reform efforts are being undertaken nationally. They argue that attempts to improve the education system as a whole, and transition support for exceptional students in particular, have historically been hampered by a pervasive tendency to add programs to the core of the education system, rather than infusing essential changes into the core itself.

310.
Tilson, George P., Jr.; Luecking, Richard G.; & Donovan, Mark R. (1994).

Involving employers in transition: The Bridges Model. Career Development for Exceptional Individuals, 17(1), 77-89. (Comp. No. 84.158Q - OSERS File No. 289)

Bridges...from School to Work Project / transition planning / employer involvement

The Bridges...From School to Work project was developed and launched by the Marriott Foundation for People with Disabilities, whose mission was to enhance employment opportunity for young people with disabilities by addressing needs of both youth and employers. In this article, the authors describe this business-driven model, present selected outcomes from the first three years, and discuss implications for the field as well as for further research.

311.
Harner, Cathy J.; & Heal, Laird W. (1993).

The Multifaceted Lifestyle Satisfaction Scale (MLSS): Psychometric properties of an interview schedule for assessing personal satisfaction of adults with limited intelligence. Research in Developmental Disabilities, 14(3), 221-236.

Multifaceted Lifestyle Satisfaction Scale (MLSS) / quality of life

The purpose of this research was to assess the psychometric properties of the Multifaceted Lifestyle Satisfaction Scale (MLSS), an interview structured primarily for individuals with mental retardation to assess their professed satisfaction with their living arrangements and communities, their personal relationships, their recreation and leisure, their employment, and their degree of self-direction. Reliabilities, assessed as internal consistency

coefficients, test-retest correlations, and interrater agreements were above .60 on cross-validation samples. Validity was supported through correlations with caretaker predictions of respondents' satisfactions, but not by the Quality of Life Questionnaire, an objective instrument to index quality of life in four dimensions: lifestyle satisfaction, production, independence, and integration. Regression analyses indicated moderate theory-based correlations between MLSS subscales and other variables. In sum, the MLSS appears to be a reliable and valid scale to measure personal satisfaction through the responses of consumers in areas of living arrangement, friendships, recreation, employment, and self-direction.

312.
Helmke, Lynn M.; Havekost, Deborah M.; Patton, James R.; & Polloway, Edward A. (1994).

Life skills programming: Development of a high school science course. Teaching Exceptional children, 26(2), 49-53.

independent living skills / secondary education / program development

This article (a) reviews a model for identifying critical life skills content; (b) describes a high school science course that has been developed incorporating a life skills orientation; and (c) shares some general considerations related to incorporating life skills content into students' programs.

313.
Huguenin, Nancy H. (1993).

Reducing chronic noncompliance in an individual with severe mental retardation to facilitate community integration. Mental Retardation, 31(5), 332-339.

behavior modification / community integration

Behavioral techniques facilitated the community integration of a young adult with severe mental retardation, which was jeopardized due to his noncompliance and severe aggression. Positive reinforcement and nonexclusionary timeout were employed to address noncompliance in his school and home environments. At school positive reinforcement was provided whenever the client walked a specified distance while either entering or leaving the school building without sitting down. If the client did sit down inappropriately, he was placed in a 5-minute nonexclusionary time-out. A similar procedure was carried out at home by the client's mother. Results showed that inappropriate sitting decreased and eventually reached a zero level. The program also reduced his aggression, which was prompted by physical carrying by others.

314.
Levine, Phyllis; & Edgar, Eugene (1994).

Respondent agreement in follow-up studies of graduates of special and regular education programs. Exceptional Children, 60(4), 334-343.

follow-up studies / special education

Two studies, involving postgraduates in both regular and special education, analyzed the agreement between parents' and postgraduates' responses on postschool status. High agreement percentages and strong Cohen Kappas were obtained for the variables of attending postsecondary school, employment status, type of residence, marital status, and number of children. Low agreement rates and weak Kappas were obtained for the variables of salary level, hours worked, and medical benefits received. Results indicate caution in the use of data obtained from parents in the latter areas.

315.
Fuchs, Douglas; & Fuchs, Lynn S. (1994).

Inclusive schools movement and the radicalization of special education reform. Exceptional Children, 60(4), 294-309.

inclusion / special education / education reform

This article examines the inclusive schools movement and compares it to that of the regular education initiative (REI). After contrasting the movements' respective advocates, goals, tactics, and understanding of and links to general education, the authors argue that the field's rhetoric has become increasingly strident and its perspective increasingly insular and disassociated from general education's concerns. They offer a pessimistic prediction about the current movement's success in forging a productive alliance with general education.

316.
Kennedy, Craig H.; & Itkonen, Tiina (1994).

Some effects of regular class participation on the social contacts and social networks of high school students with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 19(1), 1-10.

severe disabilities / friendship

The authors studied the effects of participating in regular education classes on the social life of three high school students with severe disabilities. Using a multiple baseline design across students (with an embedded ABAB withdrawal design), participants' social contacts and social networks were analyzed. Data were collected throughout the school day across one school year. Regular class participation, the independent variable, was introduced within a baseline focusing upon a community-based curriculum

including access to peers without disabilities via peer tutoring and "friendship" programs. Study results indicate that regular class participation: (a) increased the frequency of social contacts students had with peers without disabilities, (b) was the locus for meeting half of the peers without disabilities contacted across the school year, and (c) was an important source for meeting peers without disabilities who subsequently became members of students' social networks. In addition, study results showed that: (a) durable and frequent social contacts also occurred with peers without disabilities met outside of regular education classes, (b) the amount of contact with peers extending outside of regular classes varied across students, and (c) the perceived quality of social contacts did not vary systematically with the locus of initial contact. The results are discussed in relation to possible outcomes relating to regular class participation at the secondary level and areas for future research.

317.
McIntosh, Ruth; Vaughn, Sharon; Schumm, Jeanne Shay; Haager, Diane; & Lee, Okhee (1993).

Observations of students with learning disabilities in general education classrooms. Exceptional Children, 60(3), 249-261.

learning disabilities / social skills / Classroom Climate Scale

This study examined 60 general education teachers' classrooms, K-12, that included students with learning disabilities. The study examined how general education teachers' behaviors toward mainstreamed students with learning disabilities compared with their behavior toward students without disabilities, and the interactions between students, and between students and teacher. Observations using the Classroom Climate Scale indicated that few teacher behaviors and classroom practices were different for the two groups of students. However, differences were found in student behaviors. Overall, students with learning disabilities interacted with the teacher, other students, and classroom activities at much lower rates than did other students.

318.
Gallivan-Fenlon, Amanda (1994).

"Their senior year": Family and service provider perspectives on the transition from school to adult life for young adults with disabilities. Journal of the Association for Persons with Severe Handicaps, 19(1), 11-23.

transition planning / program evaluation / barriers

Transition from school to adult life has recently become a significant concern for policy makers, educators, adult service providers, and families who have a son or daughter with a severe disability. How individuals understand this transition can be an important source of information for efforts in this area; yet little or no specific data currently exist on how

transition services are being provided and whether or not they facilitate successful outcomes for young adults with disabilities. The purpose of this research was to discover how transition from school to adult life is experienced and understood by particular young adults with disabilities, families, and service providers. Qualitative methods were utilized over a 16-month period to gather and analyze data on the transition process for 11 young people with disabilities. Eight main themes emerged from the data: differing future expectations for young adults with disabilities; inconsistent implementation of special education curricula and lack of inclusive educational practices; lack of transition-related knowledge; hastily and poorly-coordinated transition planning; a prevalence of restrictive views on employment and community living opportunities for adults with disabilities; low levels of family participation; outcomes of unemployment and isolation for most young adult participants; and significant benefits of supported employment and community inclusion. The study has implications for policymaking regarding transition. Recommended service practices are offered.

319.
Douglas, Rick (1994).

The Americans with Disabilities Act after three years: Where are we? Journal of Vocational Rehabilitation, 4(3), 153-157.

Americans with Disabilities Act (ADA) / policy analysis

The Americans with Disabilities Act, passed by Congress and signed into law by President Bush, went into effect for employers of 15 or more people on July 26, 1992. Title I, Employment, prohibits discrimination in the workplace against people with disabilities. After two years, what is the status of implementation efforts? What is happening with the disability community, business, hiring, job accommodation, and enforcement? This article looks at these issues and provides some guidance for the future.

320.
Turner, Ed (1994).

Consumers and the Americans with Disabilities Act. Journal of Vocational Rehabilitation, 4(3), 158-164.

Americans with Disabilities Act (ADA) / consumer involvement / self-advocacy

This article focuses on the consumer's role in implementing the Americans with Disabilities Act (ADA). It discusses the importance of exerting influence to effect change, cites the need for more training and awareness of the ADA, and challenges the rehabilitation profession to work with consumers for full ADA implementation.

321.
Kregel, John; & Tomiyasu, Yoshikazu (1994).

Employers' attitudes toward workers with disabilities: Effect of the Americans with Disabilities Act. Journal of Vocational Rehabilitation, 4(3), 165-173.

employer attitudes / Americans with Disabilities Act (ADA) / Virginia

A series of face-to-face structured interviews were conducted with 170 employers in the greater Richmond, Virginia, metropolitan area to assess employers' attitudes toward workers with disabilities as measured by the Scale of Attitudes Toward Workers with Disabilities. Analyses were conducted to determine the relationship between employers' attitudes and their knowledge and perception of the Americans with Disabilities Act (ADA) and prior experiences with individuals with disabilities in their personal and professional lives. Employers said that they had extensive professional and personal experience with people with disabilities. Results also indicate that employers' attitudes toward workers with disabilities correlate positively with their attitudes toward the ADA.

322.
Hendricks, Deborah J.; Dowler, Denetta L.; & Judy, Barbara T. (1994).

Real-life issues in job accommodation: Employers' and employees' perspectives. Journal of Vocational Rehabilitation, 4(3), 174-182.

accommodations / employer attitudes / employee attitudes / Job Accommodation Network (JAN)

Over 2,000 recent cases from the files of the Job Accommodation Network were examined to expose the relationships among the issues discussed, the type of job involved, and the career progression of individuals with disabilities for calls by employees with disabilities and calls by their employers. Six types of issues (understanding the Americans with Disabilities Act [ADA], impact of the accommodation, conflict between employer and employee, cost, government agency problems, and other) were identified. Both employers and employees cited understanding the ADA as their most critical concern. As implementation of the ADA proceeds, it is expected that issues of concern will shift from definitions of ADA terminology to more practical implementation strategies.

323.
Flippo, Karen F.; & Green, Howard (1994).

Resources for Americans with Disabilities Act implementation: Business accommodation response teams. Journal of Vocational Rehabilitation, 4(3), 183-191.

Americans with Disabilities Act (ADA) / accommodations / employer involvement / BART (Business Accommodation Response Team)

Employing people with disabilities involves building stronger partnerships with the business community. Two years after Title I of the Americans with Disabilities Act (ADA) went into effect, and hundreds of training sessions later, businesses remain unsure about whom to call for prescriptive job accommodation assistance. Business Accommodation Response Team (BART) is a service that provides rapid technical assistance to businesses, applicants, and employees with disabilities. BART links local resources with the business communities' needs, thus providing a proactive solution to complying with the ADA. Job accommodation consultation and recommendations are described for three individuals who received BART services.

324.
Curtis, Barry; & Campbell, Dennis (1994).

Business talks frankly about the Americans with Disabilities Act. Journal of Vocational Rehabilitation, 4(3), 192-195.

Americans with Disabilities Act (ADA) / accommodations / employer attitudes

Two employers representing large and small companies offer perspectives on how the Americans with Disabilities Act has affected their businesses. Job accommodations are described. Suggestions for improving the employment process are given for people with disabilities and rehabilitation staff.

325.
Button, Christopher; & Wobschall, Rachel (1994).

The Americans with Disabilities Act and assistive technology. Journal of Vocational Rehabilitation, 4(3), 196-201.

Americans with Disabilities Act (ADA) / assistive technology

Assistive technology services and devices are necessary for achieving the promise of the Americans with Disabilities Act (ADA). This article includes a synopsis of each ADA title and the relationship of assistive technology to the particular title. Included are numerous suggestions for assistive technology devices that may be resources for compliance.

326.
Behrmann, Michael M.; & Schepis, Maureen M. (1994).

Assistive technology assessment: A multiple case study review of three approaches with students with physical disabilities during the transition from school to work. Journal of Vocational Rehabilitation, 4(3), 202-210.

assistive technology / assessment techniques / case studies

The purpose of this study was to examine assessment procedures used to determine assistive technology needs of individuals with physical disabilities during the transition process from school to work. Three assessment protocols were used: 1) a professional multidisciplinary model; 2) a video screening model; and 3) a job coach model. Five students with physical disabilities received each of the three assessment protocols. A multiple case study design was used to evaluate assistive technology recommendations generated by the models for each of the participants. Results are discussed in terms of advantages and disadvantages of assessment protocols with regard to assistance technology recommendations for students in the transition process.

327.
Blanck, Peter David (1994).

Empirical study of the Americans with Disabilities Act (1990-1993). Journal of Vocational Rehabilitation, 4(3), 211-223.

American with Disabilities Act (ADA) / accommodations

The Americans with Disabilities Act (ADA) of 1990 is the first federal law to address discrimination against an estimated 43 million Americans in the areas of employment, governmental services, public accommodations, transportation, and telecommunications. This article examines the challenges of putting into practice the ADA's employment provisions, set forth in Title I of the Act. The first part of this article provides an overview of an ongoing empirical investigation of Title I of the ADA. The second part highlights the role of empirical study in interpreting and effectively implementing Title I of the ADA. The third part describes the development of the research model and the implications of its preliminary findings from 1990-1993 for employment integration, economic opportunity, the implementation of Title I of the ADA, and vocational rehabilitation professionals generally.

328.
Nietupski, John A.; & Chappelle, Sandra (1993).

A Dispersed Heterogeneous Placement Supported Employment Model: An innovative alternative for transitioning students with mental retardation from school to work. H158N00054. Final report. Iowa City, IA: University of Iowa, Division of Developmental Disabilities. (Comp. No. 84.158N - OSERS File No. 262)

final reports / Dispersed Heterogeneous Placement (DHP) Supported Employment Model / Iowa / supported employment

The intent of the Dispersed Heterogeneous Placement (DHP) Transition to Supported Employment Project was to develop jobs for persons with mental retardation. Three to four individuals would be dispersed across departments within a larger business or across two businesses in close proximity. The

individuals placed would have a wide range of talents and abilities (heterogeneous), with severity ranging from mild to severe/profound levels. The primary goals of the DHP were to show that persons with severe/profound disabilities were able to obtain and maintain jobs. In addition, dispersal and support from a single coach was intended to be a cost-effective supported employment model. This report summarizes the project.

329.
Mendocino County Office of Education/S.E.L.P.A. (1994).

A State of California Interagency Model for Transition Follow-Up and Program Effectiveness - Final Reports. Ukiah, CA: Author. (Comp. No. 84.158R - OSERS File No. 221)

California / follow-up studies / final reports

The California Interagency Follow-up/Program Improvement Model is the result of an interagency effort between educators, agency personnel and parents to develop a student follow along/follow-up and program improvement model to be replicated in school districts across California and the nation. Research on the model was conducted with 2500 school-leavers throughout California, who left school over three school years: 1988-89, 1989-90, and 1990-91. Postsecondary student outcomes on over 2500 special education and general education students from twenty-seven urban, suburban and rural communities in California have been documented and analyzed. In the final report, postsecondary student outcomes have been analyzed with student background and program factors, to identify which of these impact the successful transition of students with disabilities from school to adult life.

This final report is composed of four individual reports, each of which can stand alone:
1. Statewide Data Tables 1990-1992;
2. Statewide Data Report 1990-1992: Using the format for WorkAbility District Narrative Reports;
3. Special report: Youth with developmental disabilities;
4. Special report: Making a difference with vocational education.

330.
Schalock, Mark D.; Fredericks, Bud; Dalke, Bruce A.; & Alberto, Paul A. (1994).

The house that TRACES built: A conceptual model of service delivery systems and implications for change. Journal of Special Education, 28(2), 203-223.

TRACES Project / severe disabilities / systems change

A growing emphasis on effecting systems change in the education of individuals with severe disabilities poses many challenges. Although the depth and breadth of knowledge on effective change strategies is considerable, comparatively little has been written that functionally weds this knowledge base to an adequate conception of systems. This article develops a framework

for a common definition of system and system change, which currently is lacking in the literature. The framework draws heavily from current understandings within chaos theory, quantum physics, and self-ordering systems about how naturally occurring systems operate. The framework provides the flexibility to be applied to various systems, while at the same time approaching the understanding and change of these systems with consistency.

331.
Fulton, Sally A.; & Sabornie, Edward J. (1994).

Evidence of employment inequality among females with disabilities. Journal of Special Education, 28(2), 149-165.

gender / wages / employment

Women consistently earn less than men. This holds true for individuals with and without disabilities. Women with disabilities, however, have more negative employment experiences than do men with disabilities. The purpose of this article is to explore the less than desirable conditions that women with disabilities face in employment. Studies dealing primarily with the employment outcomes of females and males with disabilities are reviewed, followed by recommendations for the field of special education. The authors suggest that women with disabilities are dually disadvantaged in employment when gender interacts with disability.

332.
Barnett, Lynn (1993).

Services for students with disabilities in community colleges: Final report. Washington, DC: American Association of Community Colleges. (Comp. No. 84.078C - OSERS File No. 300)

final reports / community colleges / postsecondary education

The Services for Students with Disabilities in Community Colleges Project had four major goals:
1. to collect and disseminate current information on programs and resources for individuals with disabilities at community colleges in the United States;
2. to publicize the issues and needs that characterize students with disabilities in postsecondary education;
3. to pursue means by which to build a continuing information center at the American Association of Community Colleges on these programs and resources; and
4. to serve as an information resource center for community colleges concerned about programs for individuals with disabilities.
All of these goals were met by the project. The directory and monograph produced during this project serve as a resource for administrators, counselors, students, parents, and policymakers.

333.
Ashmore, Donnell H.; & Barnes, Wendell W., Jr. (Eds.) (1992).

1992 Proceedings: Fifth Biennial Regional Conference on Postsecondary Education for Deaf and Hard-of-hearing persons. Knoxville, TN: Postsecondary Education Consortium, University of Tennessee, College of Education, Department of Special Services Education; and Gallaudet Regional Extension Center at Flagler College.

deafness / hearing impairments / postsecondary education

The Fifth Biennial Regional Conference on Postsecondary Education for Deaf and Hard-of-Hearing Persons was hosted by the University of Tennessee, the Postsecondary Education Consortium Affiliate Institutions and the Gallaudet University Regional Center at Flagler College at the Knoxville Hilton on April 12-14, 1992. Over 300 state/local secondary and postsecondary education, rehabilitation, and consumer representatives participated at this conference. Seventy-four postsecondary programs from across the nation were represented. As the only ongoing conference of its kind, the PEC Biennial Conference has a major impact upon facilitating information exchange and networking among federal and locally supported postsecondary programs.

The conference theme was "Access, Assess, Accommodate!" Access issues included promoting campus life, incorporating community services, expanding employment opportunities and serving hard-of-hearing, minority and underserved persons. Assessing student performance, program effectiveness, future trends, and research findings offered insights and possible blueprints for the future. Accommodating employers, instructional staff, culturally diversified populations and students were on-going effects of model postsecondary programs serving deaf and/or hard-of-hearing students. Articles submitted by the conference presenters included in this conference proceedings offer some of the most up-to-date understanding of the state of affairs.

334.
Woodrick, William E. (1993).

The PEC (Postsecondary Education Consortium) salutes graduates. Knoxville, TN: Postsecondary Education Consortium, University of Tennessee.

deafness / hearing impairments / postsecondary education / case studies

The purpose of this publication is to encourage students who are deaf or hard-of-hearing to explore postsecondary educational options in planning their career goals. This is accomplished through a series of personal vignettes of deaf and hard-of-hearing students who have been successful in achieving their goals through postsecondary training.

335.
New York State Education Department (1994).

Americans with Disabilities Act: Title II Self-Evaluation. Albany: Author.

Americans with Disabilities Act (ADA)/ program evaluation / New York

This report sets forth the results of the ADA Self-Evaluation for the New York State Education Department, as required under Title II of the Americans with Disabilities Act (ADA). Information contained in the report includes:
1. summary of findings from self-evaluation process;
2. self-evaluation checklist;
3. public comments on the self-evaluation; and
4. next steps in the self-evaluation process.

336.
Irvine Unified School District (1994).

Support interventions: A systems guide. Promoting student determined life choices. Irvine, CA: Author. (Comp. No. 84.158K - OSERS File No. 313)

self-determination / California / Horizons Program / program implementation

The Horizons Program is a collaborative effort between the Irvine Unified School District and the City of Irvine. Its purpose is to (a) empower families and students with the attitudes, skills, and knowledge necessary for self determination, and (b) to remove inter-system and intra-system barriers to accomplishing that task through collaboration. The program has an elementary level component (use of an Individual Family Service Plan, Healthy Start interagency collaborative council), a secondary level component (individual transition planning, special needs pre-employment skills and work experiences), and an adult component (supported employment and job development). This systems guide presents different aspects of support interventions through curriculum, mentors, parents, interagency collaboration, and evaluation.

337.
Irvine Unified School District (1994).

Student strategies: A coaching guide. Facilitating student directed life planning. Irvine, CA: Author. (Comp. No. 84.158K - OSERS File No. 313)

self-determination / Horizons Program / California / program implementation

The Horizons Program is a collaborative effort between the Irvine Unified School District and the City of Irvine. Its purpose is to (a) empower families and students with the attitudes, skills, and knowledge necessary for self determination, and (b) to remove inter-system and intra-system barriers to accomplishing that task through collaboration. The program has an elementary level component (use of an Individual Family Service Plan, Healthy

Start interagency collaborative council), a secondary level component (individual transition planning, special needs pre-employment skills and work experiences), and an adult component (supported employment and job development). This student strategies coaching guide provides a mini-overview of the self-determination program, outlines training components, and discusses challenges, goal setting, gathering information, planning, decision making, problem solving, communication, self-advocacy, and coping.

338.
Irvine Unified School District (1988).

Transition: A handbook for parents, students & advocates. Irvine, CA: Author. (Comp. No. 84.158K - OSERS File No. 313)

transition planning / parent involvement

This handbook is written for secondary students receiving special education services and their parents or advocates. It presents a number of transition planning issues, including the Individual Transition Plan (ITP), support services, and employment outlook.

339.
Jefferson Parish Interagency Transition Brokerage (1993).

Jefferson Parish Interagency Transition Brokerage: Policies & procedures handbook (Field Test Edition). New Orleans: University of New Orleans, Transition project: Multi District Outreach. (Comp. No. 84.158Q - OSERS File No. 284)

interagency cooperation / program development / transition planning

Beginning in 1992, a group of individuals representing consumers with disabilities and key education and human service agencies began to meet on a regular basis to discuss the status of services for transition-age youth. The formal name adopted by the group is the Jefferson Parish Interagency Transition Brokerage. The Brokerage is currently receiving technical assistance in its development phase from the University of New Orleans. This handbook of transition policies and procedures contains an overview of transition services, and sections on family support, the ITP process, vocational assessment, support needs, identification of adult agencies, expanding options on agency roles and responsibilities, consumer tracking, evaluation, ITP/IEP teams, district teams and the Brokerage team.

340.
Johnson, Donna; Aune, Betty; Aase, Susan; & Anis, Joyce (1994).

Putting ability to work: Disability, career development and employment. Minneapolis: Career Connections Disability Services, University of Minnesota. (Comp. No. 84.078C - OSERS File No. 291)

career planning / training manual / Minnesota

The modules found in this training manual were designed to improve the career potential of individuals with disabilities by educating service providers, employers, and human resources professionals on career and disability. Modules include:

1. paradigm shift on views of disability
2. legislation
3. disability types
4. communication
5. accommodations/modifications
6. job accommodation demonstration
7. counseling
8. employment
9. videos
10. student trainers.

341.
Pliner, Susan (1994).

Peer mentor network: Resource guide 1994/95. Amherst, MA: University of Massachusetts, Disability Services Office. (Comp. No. 84.078C - OSERS File No. 305)

peer mentors / resource guide / Massachusetts

The Peer Mentor Network is a student-run organization at the University of Massachusetts designed to support the needs of students with disabilities on campus. Students have established a forum to discuss issues of concern and create a community of students with disabilities. One common goal of the program is to assist freshmen and transfer students with disabilities with individual and group support. The Network provides a safe environment in which to create a supportive social system. This resource guide outlines the goals and objectives and history of the Peer Mentor Network, describes the training of peer mentors, and identifies resources for persons with disabilities.

342.
McBroom, Lynn W.; Sikka, Anjoo; & Jones, Leda Bartlett (1994).

The transition to college for students with visual impairments: Executive Summary. Mississippi State, MS: Mississippi State University, Rehabilitation Research and Training Center on Blindness and Low Vision.

visual impairments / postsecondary education / transition planning / literature reviews

This study was designed to identify previous research and literature about the transition to college for students with visual impairments. Data were collected by telephone from 102 students with visual impairments who are

currently enrolled in college and who have "survived" their freshman year. These students offered their insights and thoughts about succeeding in the college environment. Additional data were gathered from 66 college administrators about the programs available at their schools for students with visual impairments. This executive summary provides a brief overview of the research process, literature review, and research results.

343.
Career Development Project (n.d.).

The résumé guide for college students with disabilities. Mississippi State, MS: Mississippi State University, Department of Counselor Education and Educational Psychology, Career Development Project. (Comp. No. 84.078C - OSERS File No. 306)

résumé writing / career development

This guide for college students with disabilities provides examples and instructions for writing resumes.

344.
Irvine Unified School District (1994).

Orange County resources: A directory. Accessing community supports for independence. Irvine, CA: Author. (Comp. No. 84.158K - OSERS File No. 313)

self-determination / Horizons Program / California

The Horizons Program is a collaborative effort between the Irvine Unified School District and the City of Irvine. Its purpose is to (a) empower families and students with the attitudes, skills, and knowledge necessary for self-determination, and (b) to remove inter-system and intra-system barriers to accomplishing that task through collaboration. The program has an elementary level component (use of an Individual Family Service Plan, Healthy Start interagency collaborative council), a secondary level component (individual transition planning, special needs pre-employment skills and work experiences), and an adult component (supported employment and job development). This resource directory is a non-exhaustive listing of the agencies responsible for providing services to adults with disabilities in Orange County. This directory is designed to serve as a resource for adults with disabilities and their advocates so that sound life decisions can be made based on adequate information.

345.
New Hats, Inc. (1994).

It's my life: Preference based planning for self-directed goal meetings. Salt Lake City, UT: Author. (Comp. No. 84.158K - OSERS File No. 314)

self-determination / "It's My Life" Project / Utah

This booklet, prepared for conference presentation, describes the It's My Life project. Overall goals of the project are: (1) to develop a comprehensive model for transition-age students which facilitates self-determination and self-reliance, and (2) to develop training and materials which will make this model replicable in other states.

346.
Kamen, Debra; Kosmos, Katherine; LaVecchio, Francesca; & Louguit, Mohammed (1994).

Traumatic Brain Injury Transition Project: Evaluation protocol. Boston: Commonwealth of Massachusetts, Executive Office of Health & Human Services, Massachusetts Rehabilitation Commission, Statewide Head Injury Program. (Comp. No. 84.158P - OSERS File No. 324)

traumatic brain injury (TBI) / program evaluation

This document outlines the evaluation protocol for the Traumatic Brain Injury Transition Project. Contents include:
I. Participant pathway
II. Participant volunteer form
III. Structured record review forms
IV. TBI Transition Project initial phone contact
V. TBI Transition Project initial interview form
VI. TBI Transition Project informed consent form
VII. TBI Transition Project outcome evaluation interview form.

347.
Kamen, Debra; Kosmos, Katherine; LaVecchio, Francesca; & Louguit, Mohammed (1994).

Traumatic Brain Injury Transition Project: Outreach protocol. Boston: Commonwealth of Massachusetts, Executive Office of Health & Human Services, Massachusetts Rehabilitation Commission, Statewide Head Injury Program. (Comp. No. 84.158P - OSERS File No. 324)

traumatic brain injury (TBI) / program development

This document outlines the outreach protocol for the Traumatic Brain Injury Transition Project. Contents include:
A. Professional outreach
B. Subject outreach
C. Participant volunteer form

348.
WorkAbility Program, Metropolitan Community Colleges (n.d.).

Partnership for success [Videocassette]. Kansas City, MO: Producer. (Comp. No. 84.078C - OSERS File No. 301)

postsecondary education / transition planning / self-determination / video productions

This 10:23 minute video production is directed toward students with disabilities who want to attend college. The video discusses how to pick a school that can meet student needs both academically and in terms of his/her disability, advising instructors of the disability and of special needs requiring accommodation, paying for college, career planning, and other issues.

349.
Flick-Hruska, Connie; & Blythe, Gretchen (Compilers) (1992).

Disability accommodation handbook. Kansas City, MO: WorkAbility, Metropolitan Community Colleges. (Comp. No. 84.078C - OSERS File No. 301)

accommodations / postsecondary education

This handbook is designed to assist college faculty and staff in working effectively with students with disabilities. It contains facts about various disabilities as well as practical information about services and resources. A video is available (see Entry No. 3994) for students to view to help them function as independently as possible in the academic setting.

350.
National Information Center for Children and Youth with Disabilities (NICHCY) (1990).

Having a daughter with a disability: Is it different for girls? NEWS DIGEST, (No. 14). Washington, DC.

self-determination / gender

This issue of NEWS DIGEST focuses on some of the realities parents must fact in helping their daughters with disabilities to become more self-reliant and independent.

351.
National Information Center for Children and Youth with Disabilities (NICHCY) (1989).

Respite care: A gift of time. NEWS DIGEST, (No. 12). Washington, DC.

respite care / program implementation

This issue of NEWS DIGEST discusses the emergence and diversity of respite care services, with particular emphasis on the benefits of respite care for families of children with disabilities or special health care needs. Suggestions for establishing a respite care program are discussed, and model respite care programs are described.

352.
National Information Center for Children and Youth with Disabilities (NICHCY) (1990).

Vocational assessment: A guide for parents and professionals. TRANSITION SUMMARY, (No. 6). Washington, DC.

vocational evaluation / parent involvement / transition planning

This issue of TRANSITION SUMMARY describes the importance of vocational assessment in the educational process. Vocational assessment is defined, its purposes are explained, and the ways in which vocational assessment can benefit teenagers with special needs are discussed.

353.
National Information Center for Children and Youth with Disabilities (NICHCY) (1992).

Estate planning. NEWS DIGEST, 2(1). Washington, DC.

estate planning / parent involvement

This issue of NEWS DIGEST focuses on one very important and often complicated issue that parents confront when they have a son or daughter with any type of disability: How to plan their estate to best provide for their child's future security.

354.
National Information Center for Children and Youth with Disabilities (NICHCY) (1992).

Sexuality education for children and youth with disabilities. NEWS DIGEST, 1(3). Washington, DC.

sexuality education / social skills

This NEWS DIGEST has been developed to address the concerns that parents and professionals in informing and guiding children and young adults with disabilities in their social-sexual development and in preparing them to make healthy, responsible decisions about adult relationships.

355.
National Information Center for Children and Youth with Disabilities (NICHCY) (1993).

Directory of organizations. NEWS DIGEST, 3(3). Washington, DC.

directories / support services

This issue of NEWS DIGEST is a directory of organizations that lists many organizations that provide information, services, and/or referral to individuals in the disability field -- to parents, special educators and regular educators, early interventionists, administrators, related services personnel, persons with disabilities, and others.

356.
National Information Center for Children and Youth with Disabilities (NICHCY) (1988).

Children with disabilities: Understanding sibling issues. NEWS DIGEST, (No. 11). Washington, DC.

siblings / family involvement / barriers

The relationship between brothers and sisters in families that have a child with a disability or chronic illness is examined in this issue of NEWS DIGEST.

357.
National Information Center for Children and Youth with Disabilities (NICHCY) (1991).

Related services for school-aged children with disabilities. NEWS DIGEST, 1(2). Washington, DC.

support services / policy analysis

This issue of NEWS DIGEST focuses upon the provision of related services to school-aged children with disabilities. As defined by federal law, related services are intended to address the individual needs of students with disabilities, in order that they may benefit from their educational program.

358.
National Information Center for Children and Youth with Disabilities (NICHCY) (1989).

Assistive technology [special issue]. NEWS DIGEST, (No. 13). Washington, DC.

assistive technology / federal legislation / transition planning

This special issue of NEWS DIGEST contains several articles on assistive technology:

1. Technology: Becoming an informed consumer (Lahm & Elting)
2. Assistive technology: A parent's perspective (Fleisch)
3. Federal legislation and assistive technology (Rice)
4. Effective use of technology with young children (Wilds)
5. Integrating technology into a student's IEP (Bragman)
6. Starting the funding process (Ripley)

359.
Unger, Karen V. (1992, Spring).

Adults with psychiatric disabilities on campus (HEATH Resource Paper). Washington, DC: HEATH Resource Center.

psychiatric disabilities / postsecondary education / supported education

In this paper, the author discusses the importance of postsecondary education as an opportunity for qualified students with psychiatric disabilities to enhance the recovery and reintegration process. Major topics presented in this paper include the supported education concept, attitudinal barriers, types of support services required, future trends, a discussion of current research.

360.
Davie, Ann R. (1990, Fall).

Students who are deaf or hard of hearing in postsecondary education (HEATH Resource Paper). Washington, DC: HEATH Resource Center.

deafness / hearing impairments / postsecondary education

This paper addresses students whose hearing impairments fall in the range from profound deafness to a slight loss of hearing. It is also intended for advisors, parents, and counselors who assist students in selecting a postsecondary option and coping with new environments. It offers suggestions to college deans, service providers, and faculty that will help in anticipating requests and in providing recommended and appropriate accommodations.

361.
Spiers, Elizabeth T. (1992, June).

Students who are blind or visually impaired in postsecondary education (HEATH Resource Paper). Washington, DC: HEATH Resource Center.

visual impairments / postsecondary education / program development

This paper is geared toward entering college students who are blind or visually impaired, administrators, faculty and staff, family members, and counselors. It is also intended to assist disability support service providers in locating available resources.

362.
Deykes, Robin; Anthony, Katherine; & HEATH Resource Center (1991, August).

Career planning and employment strategies for postsecondary students with disabilities (Revised Ed., HEATH Resource Paper). Washington, DC: HEATH Resource Center.

career planning / postsecondary education / job placement

This paper is designed to be a resource for counselors, administrators, instructors, and students with disabilities who are concerned about career planning and employment. The information included addresses the issue of career planning and employment strategies for individuals with disabilities in postsecondary academic and technical institutions.

363.
Hartman, Rhona C.; & Brill, Jay, with assistance form the staff of the American Council on Education. (1989, October).

Financial aid for students with disabilities (HEATH Resource Paper). Washington, DC: HEATH Resource Center.

financial aid / postsecondary education

The HEATH staff have prepared this fact sheet as a resource for students, parents, and all professionals who assist students with disabilities to secure financial assistance for postsecondary education.

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